LABORATORY SCHOOLS REPORT
Fall 2025

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Introduction

In 2016, the North Carolina General Assembly (NCGA) passed legislation requiring the University of North Carolina System, in consultation with UNC System institution Colleges of Education (COEs), to establish laboratory schools. These laboratory schools are K-12 public schools of choice operated by a UNC System institution rather than by a local school district. While the structure and foci of UNC System laboratory schools vary, these schools are united by a common mission and set of commitments. The mission of UNC System laboratory schools is to improve student performance in local school administrative units with low-performing schools by providing an enhanced education program for students residing in those units and to provide exposure and training for teachers and principals to successfully address challenges that exist in high-needs school settings.[1] To fulfill this mission, UNC System laboratory schools are committed to: (1) delivering high expectations to prepare students for college and life; (2) ensuring that students learn to read and communicate effectively; (3) addressing the academic, social, and emotional needs of all students; and (4) harnessing the benefits of partnerships to strengthen learning, teaching, and school leadership. Laboratory schools serve every part of the University mission—teaching, research, and public service—and represent an innovative extension of the UNC System's presence in K-12 education.

UNC System laboratory schools must serve students in at least three contiguous grades in the K-8 grade range. The enabling legislation originally required the UNC System to establish laboratory schools in local school administrative units in which at least 25 percent of the schools were low-performing. An amendment to the enabling legislation allows the UNC System to exercise six waivers to establish laboratory schools in districts that do not meet this requirement.[2] Students are eligible to attend a laboratory school if they reside in the local school administrative unit in which the laboratory school is located and previously attended a low-performing school; failed to meet expected growth (based on one ore more indicators); are the sibling of a child meeting these requirements; or are children of laboratory school employees.[3] Any student residing in the district where the laboratory school is located may also enroll at a laboratory school if it is not fully enrolled by March 1 before the start of the next school year.[4]

Since the passage of the enabling legislation, UNC System institutions have opened nine laboratory schools. The ECU Community School and The Catamount School (WCU) opened in the 2017-18 academic year. The Appalachian Academy at Middle Fork, Moss Street Partnership School (UNCG), and D.C. Virgo Preparatory Academy (UNCW) opened in the 2018-19 academic year. Niner University Elementary (UNCC) opened in the 2020-21 academic year. Finally, the Appalachian Academy at Elkin, Aggie Academy (NCA&T), and the Carolina Community Academy (UNCCH) opened in the 2022-23 academic year. As of the 2025-26 academic year there are six laboratory schools currently open. Moss Street Partnership School (UNCG) returned to the operation of Rockingham County Schools for the 2023-24 school year,[5] Appalachian Academy at Elkin returned to the operation of Elkin City Schools for the 2024-25 school year,[6]

[1] N.C.G.S. 116-239.5(b)

[2] Session Law 2020-56 amended N.C.G.S. §116-239.7(a2) to increase the number of waivers the UNC Board of Governors Subcommittee on Laboratory Schools may grant from three to six.

[3] N.C.G.S. §§116-239.9(c)(2)

[4] However, laboratory schools may not enroll more than 20 percent of students not meeting the other eligibility criteria. N.C.G.S. §§116-239.9(c)(2)

[5] Moss Street Partnership School returned to the operation of the Rockingham County Schools after UNCG's initial, five-year charter for the school expired.

[6] The Appalachian Academy at Elkin returned to the operation of Elkin City Schools after a vote of the Elkin City Schools Board. Space considerations were the primary issue that prompted the decision.

and Niner University Elementary closed at the end of the 2024-25 school year.[7] This report includes data—depending upon the specific analyses—from the 2021-22 through the 2025-26 school years. As such, results are reported for laboratory schools that are no longer open.

This report is submitted on behalf of the Board of Governors of the University of North Carolina System (BOG) Subcommittee on Laboratory Schools. The content of this report draws largely from analyses conducted by the Education Policy Initiative at Carolina (EPIC), an applied education research and evaluation group within the Department of Public Policy at UNC Chapel Hill. Consistent, with the enabling legislation, this report includes information listed in the eight items below:

(1) A brief overview of each laboratory school operating in the 2025-26 academic year;
(2) Student enrollment and demographics in each laboratory school;
(3) A summary of laboratory school admissions processes and the number of students enrolled under each enrollment criteria;
(4) Public school student achievement data from each laboratory school;
(5) Public school student academic progress at each laboratory school;
(6) Information on pre-service educators in laboratory schools, including outcomes for pre-service educators who obtained clinical experiences in laboratory schools;
(7) Best practices resulting from laboratory school operations; and
(8) Other information the UNC System BOG Subcommittee on Laboratory Schools considers appropriate. This includes data on student attendance and student disciplinary incidents at laboratory schools.

Laboratory School Overviews

Six UNC System institutions are currently (in the 2025-26 school year) operating laboratory schools. Although united by a common mission and commitments, these schools vary across many dimensions, including the characteristics of students enrolled, school design features, and school curricula. As such, this section provides a brief overview of each laboratory school.

Appalachian State University operates the Appalachian State University Academy at Middle Fork, a K-5 school in Walkertown, North Carolina, previously operated by Winston-Salem/Forsyth County Schools. Opened in August 2018, the laboratory school creates pathways and opportunities for lifelong learning and positive community impact through innovative learning experiences for all students. The laboratory school is in its third year of implementing a strategic staffing model. Using workforce design principles, the school has restructured the roles and responsibilities of teachers and moved away from the one-teacher, one-classroom model. Students are assigned to a grade level span where teachers work on a team using co-teaching practices to meet the needs of all learners. The school also operates under a four-day instructional week with protected, uninterrupted instructional blocks Monday through Thursday. Every Friday is an Enrichment Day where students are engaged in tutoring, interventions, and personalized learning to support their academic growth. Teachers are engaged in co-planning, analyzing student learning data, and professional learning. In 2025-26, the staff at the Academy at Middle Fork includes a principal, an assistant principal, a director of student support, a director of culture and climate, a school improvement coach, a behavior support interventionist, three curriculum coaches, three interventionists, 11 classroom teachers, five specialist teachers (art, music, media, PE, and STEM), four EC teachers, one multilingual learner teacher, three academic tutors, a school counselor, a school social

[7] Charlotte Mecklenburg Schools did not renew its agreement with UNCC and Niner University Elementary due to the aging school facility and concerns about school enrollment.

worker, two teacher assistants, a technology support specialist, an administrative support and school finance specialist, a data manager, an office assistant, and a school resource officer.

The ECU Community School is an elementary school co-located within the South Greenville Elementary School building in Pitt County, North Carolina. The school opened in August 2017 and serves grades K-5 in six classrooms—one class per grade level. The ECU Community School reflects a whole-child approach by integrating health, wellness, and learning into instruction to address the physical, social, emotional, and cognitive development of all students. The laboratory school uses an intentional approach to build literacy and numeracy skills through the core subjects of mathematics, science, reading/English language arts, and social studies and is simultaneously focused on engaging children in learning experiences that support their curiosity, creativity, inquiry, and intellectual growth in a school environment that respects their strengths and meets their needs. In 2025-2026, the laboratory school's staff includes a principal, six teachers in kindergarten through 5th grade, one special education teacher/director, one special education teacher, four regular education teacher assistants, one special education teacher assistant, one full-time counselor, one full-time administrative assistant, one full-time social worker, one full-time reading specialist, and a part-time testing coordinator.

In partnership with Guilford County Schools, North Carolina Agricultural and Technical State University (NCA&T) opened the Aggie Academy laboratory school in August 2022. Aggie Academy currently serves students in grades 3-5 with a strong STEAM focus (Science, Technology, Engineering, Agriculture, Arts and Math). Located less than ten minutes from the North Carolina A&T State University's main campus, Aggie Academy students enjoy hands-on and experiential learning and benefit from the University's latest academic best practices, research, and student success initiatives. The College of Education uses a Practice-Based Teacher Education Model (PBTE) to provide multiple hands-on teaching experiences for educator preparation students at Aggie Academy. Furthermore, Aggie Academy students benefit from small group and individualized supplemental instruction from their teachers and the NC A&T educator preparation students, especially in literacy and mathematics. Classroom teachers design lessons that incorporate the 5 E instructional model: engage, explore, explain, elaborate, and evaluate. This process teaches students to think critically and be more engaged in learning. This model also includes the integration of music, art, and PE into the general content classes. The afterschool program provides students with additional opportunities for homework, tutoring, and enrichment support as well as collaborative opportunities for extended learning through campus student organizations. For the 2025-2026 school year, the staff at Aggie Academy includes the program director, principal, Instructional Coach/STEM teacher, EC teacher, Media/Technology specialist, seven classroom teachers, two additional specials teachers (Art and PE), a full-time afterschool director, and a part-time counselor. The administrative staff includes a budget manager and a data manager. Additionally, NC A&T educator preparation students work as group leaders in the Children's Defense Fund Freedom School afterschool program that operates from afternoon dismissal to 6:00 pm Monday through Friday.

UNC Chapel Hill's laboratory school, Carolina Community Academy (CCA), is located in Person County and serves kindergarten, first-, and second-grade students during its fourth year of operation in 2025-26. With a whole-child approach to student learning, CCA focuses on student well-being, social-emotional support for learning, and engagement of families and the community. CCA is a clinical experience site for various university degree programs, from MAT students to pre-service public health and library science majors. In 2025-26, the staff at CCA includes a principal, eight classroom teachers, one elective teacher, five instructional assistants, one EC teacher, one instructional coach, one school counselor, one school social worker, one office manager, and a director. In addition, multiple employees from Person County Schools support the laboratory school through related services and child nutrition, and faculty and staff at UNC

Chapel Hill support additional community-wide initiatives. CCA has hosted master's students from the Gillings School of Global Public Health to conduct asset mapping of the Person County community. In addition, CCA has collaborated with Person County to provide clinical placements for the UNC School of Nursing across all Person County schools and has collaborated with the UNC Thorp Engaged Scholars as a demonstration of locally based theory to practice. In the midst of all their hard work, the staff is also designing the first summer camp that will take place in summer 2026. In short, there is a focus on the whole child and ensuring excellent academic outcomes at CCA, while also working diligently to ensure that the whole of childhood is considered in the collaborations between UNC Chapel Hill, CCA, and community partners. In the last year, Carolina Community Academy has also expanded its resource room with the addition of a food pantry. Donations from local organizations, as well as several locations on the UNC campus, are regularly contributed to keep the pantry stocked.

Through the support of community partnerships with New Hanover County Schools and local non-profit organizations, UNCW operates D.C. Virgo Preparatory Academy, a K-8 school within New Hanover County. The community school model is in downtown Wilmington's Northside community. The school opened in July 2018 and operates on a modified year-round calendar. In 2025-26, D.C. Virgo has two combination classes in lower elementary (kindergarten/first grade and first/second grade) and one homeroom in each grade level third through eighth grade. D.C. Virgo staff includes an executive director, a principal, an assistant principal, a data manager, a front office manager, an EC director, eight teachers in core content areas, three instructional assistants, four EC teachers, two EC teacher assistants, one health and PE teacher, one music teacher, an instructional coach, an MTSS specialist, a NC New Teacher Support Program coach, a social worker, and a technology support analyst. In addition to this full-time staff, D.C. Virgo contracts support of an occupational therapist, speech therapist, school nurse, school psychiatrist, school resource officer, school counselor, and behavior specialists. D.C. Virgo's school improvement plan focuses on academic, behavior, and community pillars. This includes the implementation of new research-based literacy and math curriculum, standards-based grading in elementary grades, a commitment to restorative practices, direct instruction of social-emotional learning, efforts to improve school working conditions, and building/maintaining strong relationships with community partners at UNCW and in New Hanover County.

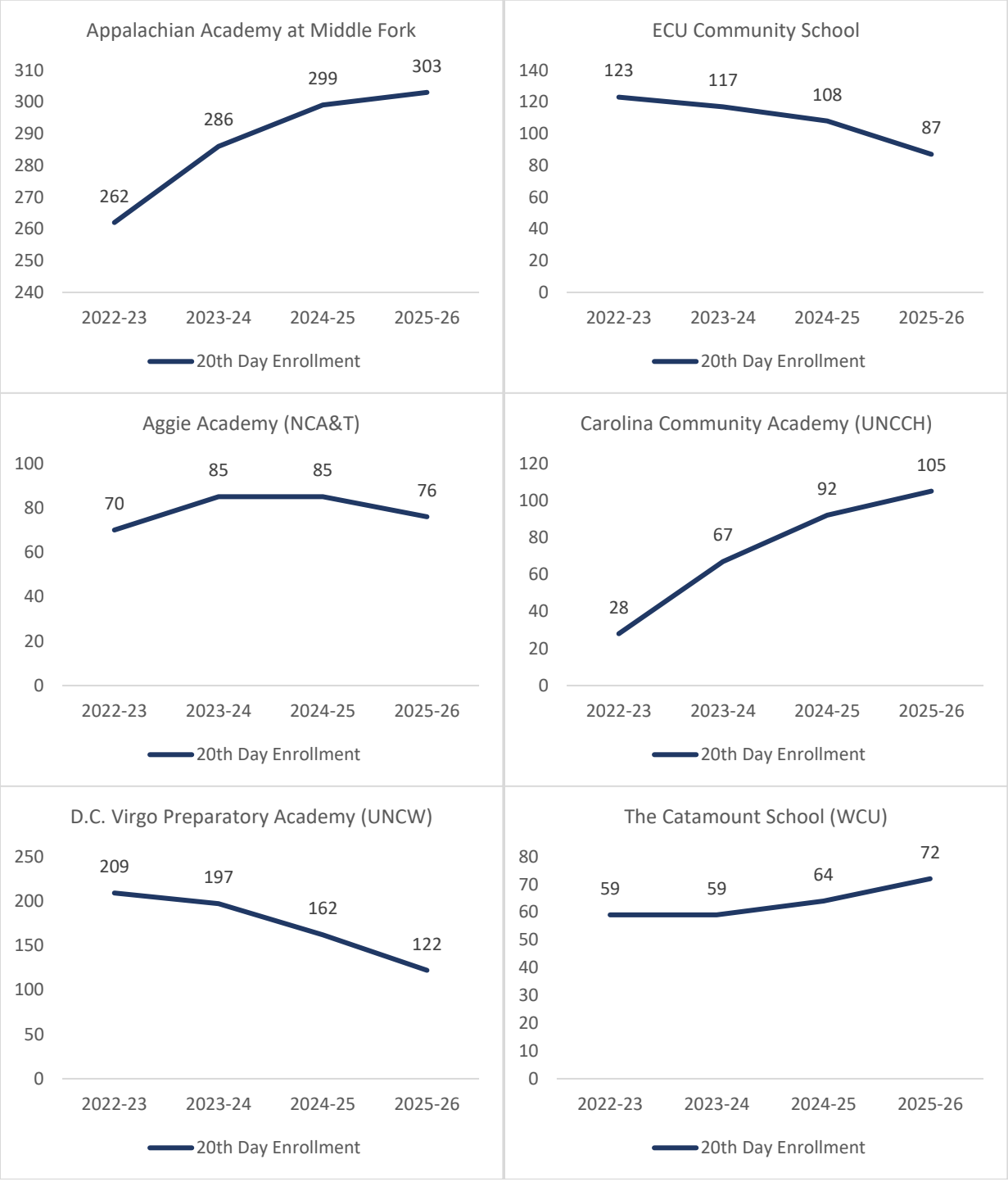
WCU's laboratory school, The Catamount School, is located on the campus of Western Carolina University, in Cullowhee, North Carolina, and serves grades 6-8. It opened in August 2017 and is the only middle school in Jackson County. The Catamount School has adopted the Whole School, Whole Community, Whole Child model as a framework for creating collaborative school-community relationships and improving students' learning and health. Fostering student growth and the development of social-emotional skills through a problem-centered, experienced-based learning approach in an inclusive education environment is at the heart of The Catamount School mission. Special education services for EC students are provided in regular classrooms using a fully inclusive, co-teaching model in which the EC teachers work collaboratively with the lead classroom teachers in math and language arts to deliver individualized instruction. In the 2025-26 school year, The Catamount School staff includes a principal, a database manager, four core subject-area teachers, two exceptional children teachers, an enrichment coordinator, a health and PE teacher, and one health services coordinator who serves as the school nurse and supervises School of Nursing candidates in practicum experiences. One of the EC teachers also serves as the MTSS coordinator while the other also serves as assistant principal. Three College of Education and Allied Professions (CEAP) faculty members serve in dual roles: math 1 teacher, HPE teacher, and EC administrator. Additional WCU CEAP faculty and staff serve the lab school in multiple ways, including psychological and intellectual assessments via school psychology, school counseling, and speech services. The dean of the college serves as the lead administrator and Chancellor's designee.

Student Enrollment and Demographics at Laboratory Schools

Laboratory schools report student enrollment and demographic information as of the 20th day of the academic year. Figure 1 displays these student enrollment counts—for each laboratory school that is currently operational—across the 2022-23 through 2025-26 school years (Please see Appendix A for more detailed enrollment information). Overall, these data show that three laboratory schools—Appalachian Academy at Middle Fork, the Carolina Community Academy (UNCCH), and The Catamount School (WCU)—have experienced enrollment increases in recent years. Since 2022-23, enrollment is up 16 percent at the Appalachian Academy at Middle Fork (from 262 to 303 students) and 22 percent at The Catamount School (from 59 to 72 students). Since opening in 2022-23, the Carolina Community Academy has added new grade levels and has seen enrollment increase from 28 to 105 students.

After enrollment increases in its initial years of operation, enrollment at the Aggie Academy (NCA&T) fell by 10 percent (from 85 to 76 students) between 2024-25 and 2025-26. Two laboratory schools—the ECU Community School and D.C. Virgo Preparatory Academy (UNCW)—have experienced more sustained enrollment declines. Due to limited space and financial sustainability, ECU began a phased approach in 2023-24 to transition from two to one class per grade level. As a result, enrollment at the ECU Community School has decreased by 29 percent since 2022-23 (from 123 to 87 students). Enrollment at D.C. Virgo Preparatory Academy has fallen by 42 percent (from 209 to 122 students) over this same time period.

Figure 1: Student Enrollment at Laboratory Schools (2022-23 Through 2025-26)



Note: This figure displays data on student enrollment in laboratory schools as of the 20th day of the academic year.

Figure 2 presents demographic data for students enrolled at UNC System laboratory schools in 2025-26 and for students in the same grade levels in the host school district (Please see Appendix A for more detailed demographic data for laboratory school students). Relative to same-grade students in the host district, laboratory schools tend to enroll a higher percentage of students of color and low-income

students. In several instances, laboratory schools also enroll a higher percentage of students with disabilities. Data for each laboratory school are detailed below.

As of the 20th day of the 2025-26 academic year, 85 percent of the students at the Appalachian Academy at Middle Fork are a person of color, 22 percent are identified as a student with a disability, and 100 percent are identified as low-income.[8] By comparison, 68 percent of the K-5 students in Winston-Salem Forsyth County Schools are a person of color, 18 percent are classified as a student with a disability, and 60 percent are designated as low-income.

As of the 20th day of the 2025-26 academic year, 97 percent of the students at the ECU Community School are a person of color, 22 percent are identified as a student with a disability, and 97 percent are identified as low-income. By comparison, 70 percent of the K-5 students in Pitt County Schools are a person of color, 15 percent are classified as a student with a disability, and 83 percent are designated as low-income.

As of the 20th day of the 2025-26 academic year, 100 percent of the students at the Aggie Academy (NCA&T) are a person of color, 12 percent are identified as a student with a disability, and 86 percent are identified as low-income. By comparison, 74 percent of the 3-5 students in Guilford County Schools are a person of color, 16 percent are classified as a student with a disability, and 79 percent are designated as low-income.

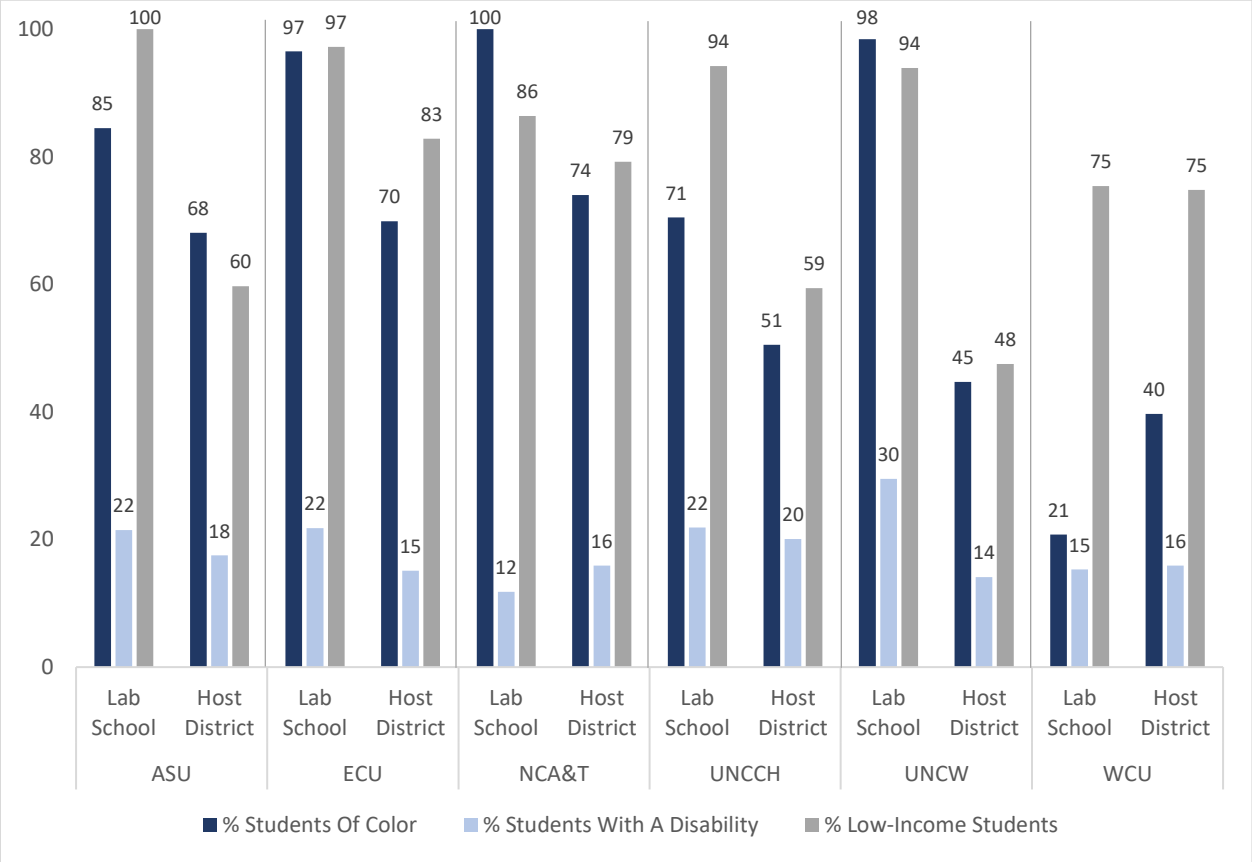
As of the 20th day of the 2025-26 academic year, 71 percent of the students at the Carolina Community Academy (UNCCH) are a person of color, 22 percent are identified as a student with a disability, and 94 percent are identified as low-income. By comparison, 51 percent of the K-2 students in Person County Schools are a person of color, 20 percent are classified as a student with a disability, and 59 percent are designated as low-income.

As of the 20th day of the 2025-26 academic year, 98 percent of the students at D.C. Virgo Preparatory Academy (UNCW) are a person of color, 30 percent are identified as a student with a disability, and 94 percent are identified as low-income. The percentage of students with a disability at D.C. Virgo Preparatory Academy is the highest of any UNC System laboratory school. By comparison, 45 percent of the K-8 students in New Hanover County Schools are a person of color, 14 percent are classified as a student with a disability, and 48 percent are designated as low-income.

Finally, as of the 20th day of the 2025-26 academic year, 21 percent of the students at The Catamount School (WCU) are a person of color, 15 percent are identified as a student with a disability, and 75 percent are identified as low-income. By comparison, 40 percent of the 6-8 students in Jackson County Schools are a person of color, 16 percent are classified as a student with a disability, and 75 percent are designated as low-income.

[8] In the paragraphs below, data on the race/ethnicity and exceptionality status of other students in the host school district come from the 2023-24 academic year (the most recent year of student-level data available). Data on low-income percentages (for laboratory schools and other schools in the host district) come from Title I reporting for the 2024-25 academic year. These Title I data are at the school rather than the student level.

Figure 2: Student Demographic Data for Laboratory School Students and Other Students in the Host District



Note: This figure displays characteristics of the students enrolled in laboratory schools and same-grade students in the host school districts.

Laboratory School Admissions and Enrollment Priorities

As originally enacted in 2016, the enabling laboratory school legislation directed UNC System institutions to (1) consider eligible for admission any student residing in the local school administrative unit in which the laboratory school is located who was enrolled in a low-performing school at the time of application *and* (2) to give priority enrollment to students who did not meet expected growth in the prior school year. Failure to meet expected growth can be measured by grades, observations, diagnostic and formative assessments, state assessments, or other factors, including reading on grade level. The legislation was amended in 2017, requiring laboratory schools to consider eligible for admission any students residing in the local school administrative unit in which the laboratory school is located who were enrolled in a low-performing school at the time of application *or* who did not meet expected growth in the previous academic year. In 2018, the legislation was further amended to expand admission eligibility criteria to include siblings of children eligible for admission under the 2017 criteria.[9] Additional amendments enacted in 2020 expanded the eligibility criteria to include children of laboratory school staff and allow students not meeting any of the eligibility criteria to enroll if (1) they reside in the district where the laboratory school is located; (2) the laboratory school has not reached enrollment capacity by March 1

[9] Senate Bill 99 (Session Law 2018-5) amended N.C.G.S. §116-239.9 by adding a third criteria for laboratory school admission. N.C.G.S. §116-239.9(a)(3) provides that a sibling of a child who is eligible under the original criteria set forth in §116-239.9(a)(1) and (2) shall be eligible to attend a laboratory school.

before the following school year; and (3) these students comprise under 20 percent of the school's total capacity enrollment.[10]

Other important aspects of the admissions policies are as follows: (1) admission to laboratory schools is based on eligibility, timeliness of the application (received during the application period), capacity of the school, and the order in which eligible applications are received; (2) once students are enrolled, they are required to confirm their attendance for the following year but are not required to re-apply; and (3) kindergarten students are eligible to attend a laboratory school if they were zoned to attend a low-performing school in the district. Amendments to the laboratory school legislation enacted in 2020 created a new requirement, effective in the 2021-22 school year, that laboratory schools make reasonable attempts to ensure that the student population reflects the racial, ethnic, and socioeconomic composition of students in the district where they are located.[11]

Figure 3 presents data on how laboratory schools originally determined whether students were eligible to attend: previously attended/zoned to attend a low-performing school, previously low-performing themselves, a sibling of a child already attending the laboratory school, a child of a laboratory school staff member, or a post March 1st enrollee that helps the laboratory school reach capacity. Importantly, laboratory schools did not necessarily confirm all these eligibility criteria. That is, if a student previously attended a low-performing school, the laboratory school may not have assessed whether the student was also low-performing him/herself. As a result, data in Figure 3 indicate how the laboratory school confirmed students' eligibility and not necessarily all the eligibility criteria that qualified students to attend a laboratory school.

Appalachian State certified that 53 percent of the students enrolled at the Academy at Middle Fork in 2025-26 qualified to attend based on their previous attendance or being zoned to attend a low-performing school; 33 percent qualified based on their own prior performance; 10 percent qualified based on a sibling's attendance; 1 percent qualified as children of laboratory school staff; and 4 percent qualified under a provision that helps laboratory schools reach enrollment capacity.

ECU certified that 87 percent of the students at the ECU Community School in 2025-26 qualified to attend based on their previous attendance or being zoned to attend a low-performing school; 15 percent qualified based on their own prior performance; 38 percent qualified based on a sibling's attendance; 1 percent qualified as children of laboratory school staff; and 7 percent qualified under a provision that helps laboratory schools reach enrollment capacity.

[10] Session Law 2020-56 (HB 1096) (2020) amended N.C.G.S. §116-239.9 by adding a fourth criteria for laboratory school admission. N.C.G.S. §116-239.9(a)(4) provides that a child of a laboratory school employee is eligible to attend a laboratory school. House Bill 1096 also amended N.C.G.S. §116-239.9 adding a new §116-239.9(c2) which provides that "Notwithstanding the requirements of subsection (a) of this section [setting forth admission eligibility criteria], if a laboratory school has not reached enrollment capacity in a program, class, grade level, or building by March 1, prior to the start of the next school year, the laboratory school may enroll children who reside in the local school administrative unit in which the laboratory school is located but do not meet one of the eligibility criteria…for up to twenty percent (20%) of the total capacity of the program, class, grade level, or building."

[11] Session Law 2020-56 (HB 1096) created a new N.C.G.S. §116-239.9(e) which provides that within a year of operation, a laboratory school shall make reasonable efforts in the recruitment process for the population of the school to reasonably reflect the racial, ethnic, and socioeconomic composition of the general population of the students residing within the local school administrative unit in which the school is located. A laboratory school shall not unlawfully discriminate when making admissions determinations.

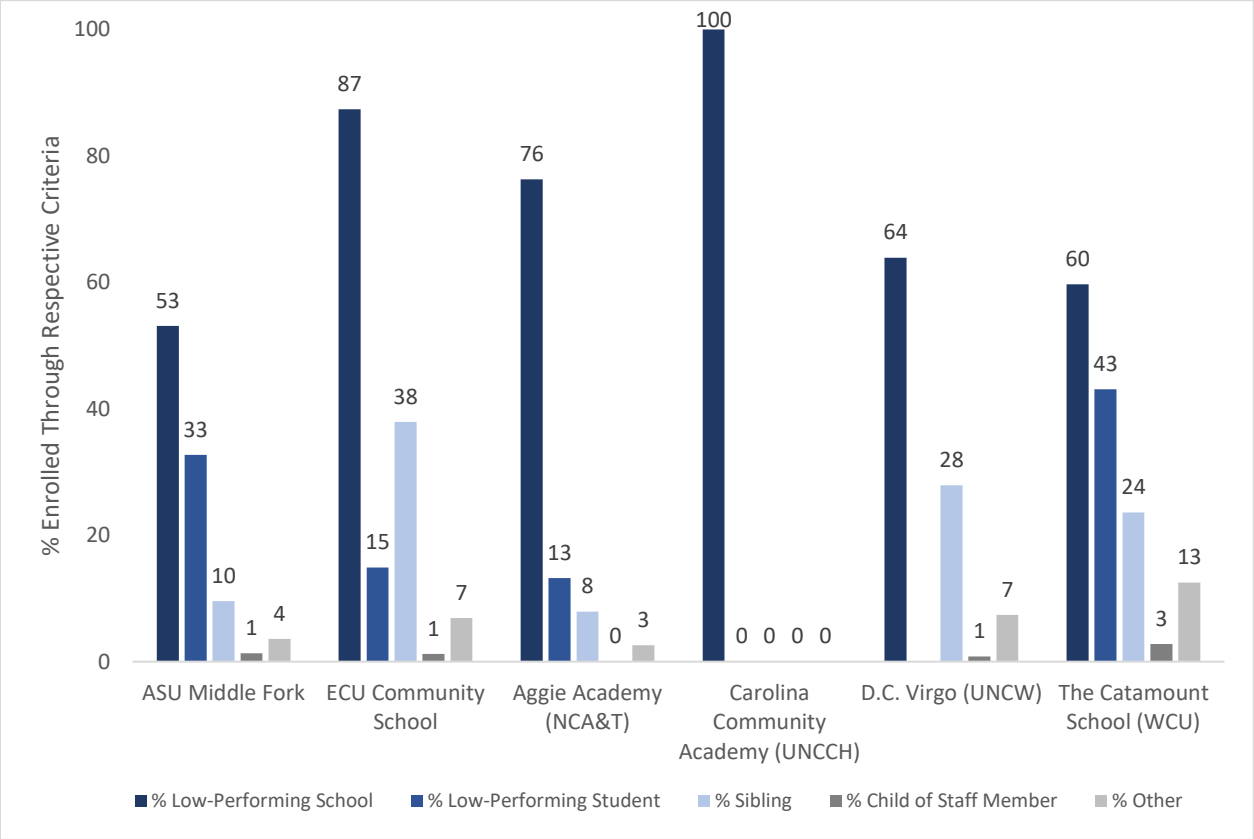
NCA&T certified that 76 percent of the students at Aggie Academy in 2025-26 qualified to attend based on their previous attendance or being zoned to attend a low-performing school; 13 percent qualified based on their own prior performance; 8 percent qualified based on a sibling's attendance; and 3 percent qualified under a provision that helps laboratory schools reach enrollment capacity.

UNCCH certified that 100 percent of the students at the Carolina Community Academy in 2025-26 qualified to attend based on their previous attendance or being zoned to attend a low-performing school.

UNCW certified that 64 percent of the students at D.C. Virgo Preparatory Academy in 2025-26 qualified to attend based on their previous attendance or being zoned to attend a low-performing school; 28 percent qualified based on a sibling's attendance; 1 percent qualified as children of laboratory school staff; and 7 percent qualified under a provision that helps laboratory schools reach enrollment capacity.

Finally, WCU certified that 60 percent of the students enrolled at The Catamount School in 2025-26 qualified to attend based on their previous attendance or being zoned to attend a low-performing school; 43 percent qualified to attend based on their own prior performance; 24 percent qualified based on a sibling's attendance; 3 percent qualified as children of laboratory school staff; and 13 percent qualified under a provision that helps laboratory schools reach enrollment capacity.

Figure 3: Student Enrollment and Laboratory School Eligibility Requirements (2025-26 School Year)



Note: This figure displays information on how laboratory schools determined whether students were eligible to attend. Laboratory schools did not necessarily confirm all these eligibility criteria—i.e. if a student previously attended a low-performing school, the laboratory school may not have assessed whether the student was also low-performing. Data are for the 2025-26 academic year. Status as a low-performing student can be based on grades, observations, diagnostic and formative assessments, state assessments, or other factors, including reading on grade level.

Student Achievement at Laboratory Schools

The legislation enabling laboratory schools requires the reporting of student achievement data, including achievement scores (proficiency rates), growth scores, and school performance grades at each laboratory school. These achievement data are based on student proficiency and growth on state assessments (End-of-Grade exams for laboratory schools). Proficiency measures whether students pass state assessments, while growth tracks the gains students make on those assessments. Figure 4 displays overall performance data for laboratory schools across the 2022-23 through 2024-25 school years.[12] Figures 5 and 6 present these data for mathematics and reading, separately.[13]

Panel A (top) of Figure 4 displays laboratory school achievement (proficiency) scores. These data show that the achievement score at the ECU Community School has increased each of the last two years and is now above 60 percent (60.8). The achievement score at The Catamount School (WCU) increased by 13 percentage points in 2024-25 (the largest increase for any laboratory school) and is also above 60 percent. When comparing 2023-24 to 2024-25, we find that achievement scores remained relatively stable at the Appalachian Academy at Middle Fork and D.C. Virgo Preparatory Academy (UNCW) but decreased by approximately eight percentage points at Aggie Academy (NCA&T).

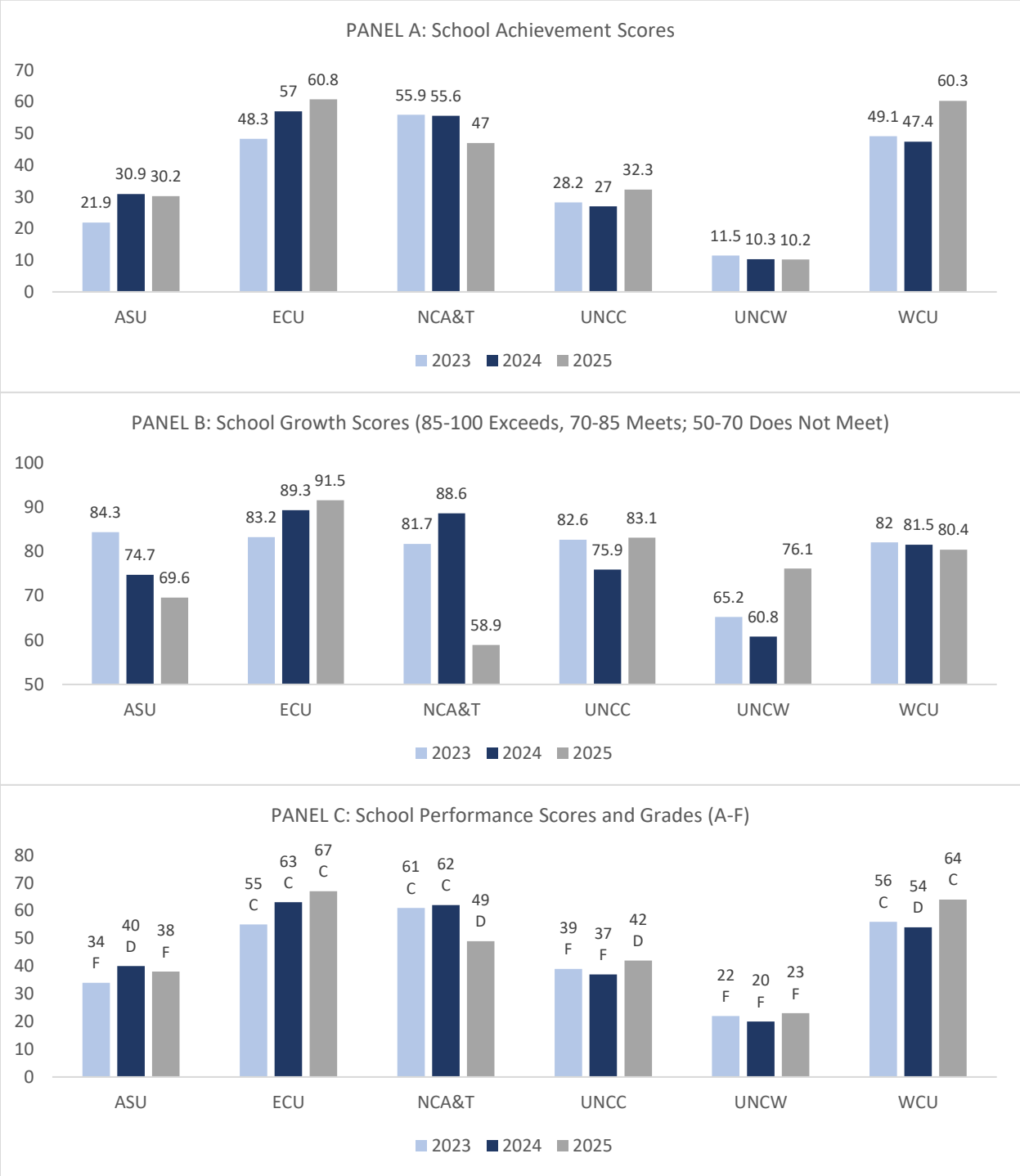
Panel B (middle) shows that the growth score at the ECU Community School has increased each of the last two years and that the school exceeded growth in both 2023-24 and 2024-25. Growth scores also increased at Niner University Elementary (UNCC) and D.C. Virgo Preparatory Academy (UNCW) in 2024-25. Both of those schools met growth in the most recent year. Conversely, growth scores fell in 2024-25 at the Appalachian Academy at Middle Fork and Aggie Academy (NCA&T) and both of those schools did not meet expected growth.

Finally, Panel C (bottom) displays laboratory schools' overall performance score and grade. In the 2024-25 school year two laboratory schools—the ECU Community School and The Catamount School (WCU)—earned a performance grade of 'C'. The ECU Community School has earned a 'C' grade in each of the last three years and The Catamount School improved one letter grade in 2024-25. Two laboratory schools—Aggie Academy (NCA&T) and Niner University Elementary (UNCC)—earned a performance grade of 'D' in 2024-25. Lastly, two laboratory schools—Appalachian Academy at Middle Fork and D.C. Virgo Preparatory Academy (UNCW)—earned a performance grade of 'F' in 2024-25.

[12] School accountability data can be accessed here: https://www.dpi.nc.gov/districts-schools/accountability-and-testing/school-accountability-and-reporting/accountability-data-sets-and-reports#2024-25Reports-4468

[13] The Carolina Community Academy (UNCCH) did not have any school performance data in the 2023-24 or 2024-25 school years because its students (K-2) do not take EOG exams.

Figure 4: School Performance Data (Overall) 2022-23 Through 2024-25



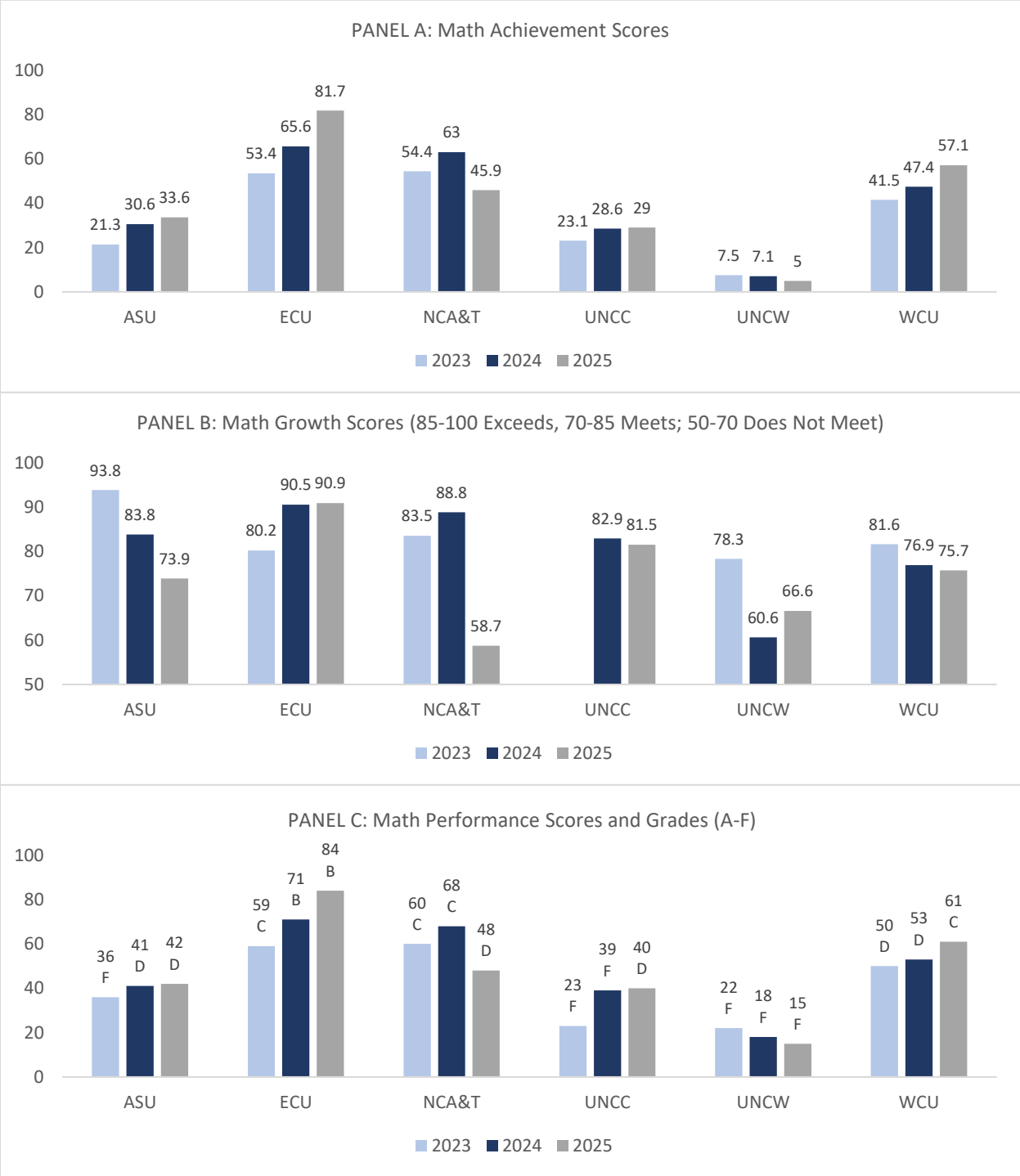
Note: Performance Grades range from A-F and are based on the Performance Score (Performance Scores of 85-100=A; 70-84=B; 55-69=C; 40-54=D; and 0-39=F). Performance Scores are a weighted average of the Achievement Score (80 percent) and the Growth Score (20 percent). For laboratory schools, the Achievement Score is the proficiency rate on End-of-Grade exams. The Growth Status is based, in part, on the Growth Score, and indicates whether there was sufficient statistical evidence to say that the school exceeded, met, or did not meet expected growth. North Carolina calculates these values across subject-areas and for mathematics and reading separately.

Figure 5 presents laboratory school performance data in mathematics. There are four laboratory schools—Appalachian Academy at Middle Fork, the ECU Community School, Niner University Elementary (UNCC), and The Catamount School (WCU)—whose math achievement score (proficiency rate) has increased each of the last two school years. These increases are particularly large at the ECU Community School (up nearly 30 percentage points since 2022-23) and The Catamount School (up nearly 16 percentage points since 2022-23). The ECU Community School's math achievement score is the highest proficiency rate for any laboratory school since their inception in 2017-18. Math achievement scores remained relatively constant at D.C. Virgo Preparatory Academy—with a proficiency rate less than 10 percent—and fell by 17 percentage points at Aggie Academy (NCA&T).

Panel B (middle) shows math growth scores at laboratory schools over time. For a second consecutive year the ECU Community School exceeded growth in math in 2024-25. The Appalachian Academy at Middle Fork, Niner University Elementary (UNCC), and The Catamount School met growth in math in 2024-25. However, math growth scores are trending down at Appalachian Academy at Middle Fork. Both Aggie Academy (NCA&T) and D.C. Virgo Preparatory Academy (UNCW) did not meet math growth in 2024-25, with the growth score declining by 30 points at Aggie Academy.

Finally, Panel C (bottom) displays laboratory schools' math performance score and grade. The ECU Community School increased their performance score by 13 points in 2024-25 and for the second consecutive year earned a 'B' performance grade. This is only the second time that a laboratory school has earned a 'B' grade and the ECU Community School was only one point away from earning an 'A' grade in 2024-25. The Catamount School (WCU) increased their performance score by eight points and earned a 'C' for math in 2024-25. Three laboratory schools—Appalachian Academy at Middle Fork, Aggie Academy (NCA&T), and Niner University Elementary (UNCC)—earned 'D' performance grades in math. Lastly, D.C. Virgo Preparatory Academy earned a math performance grade of 'F' in 2024-25.

Figure 5: School Performance Data (Math) 2022-23 Through 2024-25



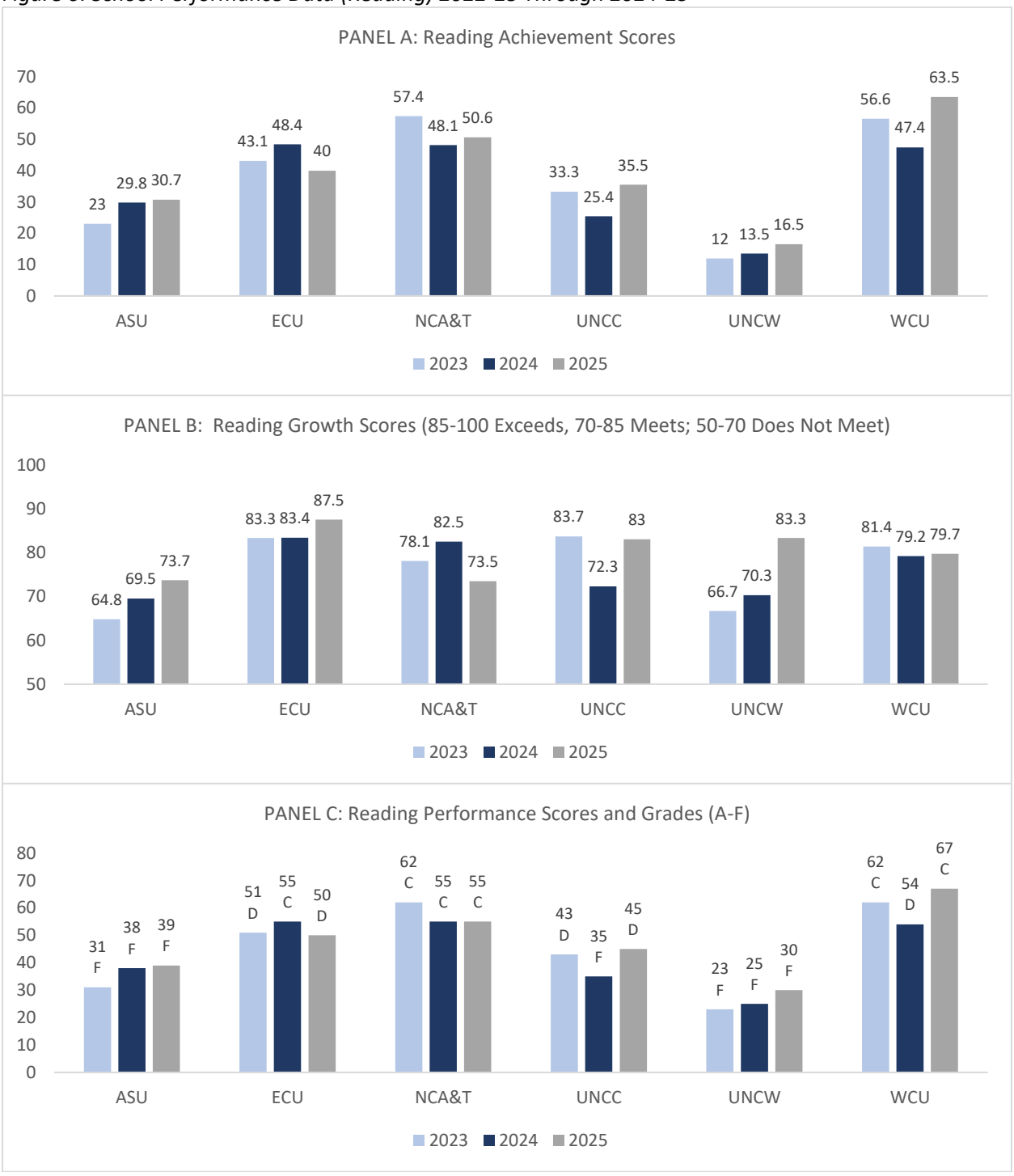
Note: Performance Grades range from A-F and are based on the Performance Score (Performance Scores of 85-100=A; 70-84=B; 55-69=C; 40-54=D; and 0-39=F). Performance Scores are a weighted average of the Achievement Score (80 percent) and the Growth Score (20 percent). For laboratory schools, the Achievement Score is the proficiency rate on End-of-Grade exams. The Growth Status is based, in part, on the Growth Score, and indicates whether there was sufficient statistical evidence to say that the school exceeded, met, or did not meet expected growth. North Carolina calculates these values across subject-areas and for mathematics and reading separately.

Figure 6 presents laboratory school performance data in reading. Panel A shows that Appalachian Academy at Middle Fork and D.C. Virgo Preparatory Academy (UNCW) have made modest increases in their reading achievement score (proficiency rate) in each of the last two school years. In 2024-25, reading achievement scores increased by 10 percentage points at Niner University Elementary (UNCC) and 16 percentage points at The Catamount School (WCU). Nearly two-thirds of Catamount School students were proficient in reading in 2024-25. Reading achievement scores fell by eight percentage points at the ECU Community School and increased by two percentage points at Aggie Academy (NCA&T) in 2024-25.

Panel B (middle) shows reading growth scores at laboratory schools. The ECU Community School exceeded growth in reading in 2024-25. Two other laboratory schools—Niner University Elementary (UNCC) and D.C. Virgo Preparatory Academy (UNCW)—increased their reading growth scores by more than 10 points and were very close to exceeding growth in the most recent school year. Appalachian Academy at Middle Fork, Aggie Academy (NCA&T), and The Catamount School (WCU) all met growth in reading in 2024-25.

Finally, Panel C (bottom) presents laboratory schools' reading performance score and grade. Two laboratory schools—Aggie Academy (NCA&T) and The Catamount School (WCU)—earned a performance grade of 'C' in 2024-25. The reading performance score of The Catamount School increased by 13 points in the most recent year. The ECU Community School and Niner University Elementary (UNCC) earned reading performance grades of 'D'. Lastly, two laboratory schools—Appalachian Academy at Middle Fork and D.C. Virgo Preparatory Academy (UNCW)—had an 'F' performance grade in reading in 2024-25. At each of those schools, the performance score has modestly increased in consecutive years.

Figure 6: School Performance Data (Reading) 2022-23 Through 2024-25



Note: Performance Grades range from A-F and are based on the Performance Score (Performance Scores of 85-100=A; 70-84=B; 55-69=C; 40-54=D; and 0-39=F). Performance Scores are a weighted average of the Achievement Score (80 percent) and the Growth Score (20 percent). For laboratory schools, the Achievement Score is the proficiency rate on End-of-Grade exams. The Growth Status is based, in part, on the Growth Score, and indicates whether there was sufficient statistical evidence to say that the school exceeded, met, or did not meet expected growth. North Carolina calculates these values across subject-areas and for mathematics and reading separately.

Student Academic Progress at Laboratory Schools

The legislation enabling laboratory schools requires the reporting of student academic progress in each laboratory school. To fulfill this requirement, this report includes analyses of student-level achievement data. These data are from the 2023-24 school year, the most recent year in which student level data are available, and include the eight laboratory schools that enrolled students who took DIBELS or EOG exams in 2023-24: Appalachian Academy at Middle Fork, Appalachian Academy at Elkin, the ECU Community School, Aggie Academy (NCA&T), Niner University Elementary (UNCC), Carolina Community Academy (UNCCH), D.C. Virgo Preparatory Academy (UNCW), and The Catamount School (WCU). For a longer-term perspective, this report also includes analyses of student level achievement data from the 2021-22, 2022-23, and 2023-24 school years, combined.

Appendix B provides descriptive student achievement data from the 2023-24 school year. Specifically, Appendix Table B1 presents achievement data—average EOG scores, the percentage of students meeting/exceeding proficiency—for all non-laboratory school students statewide. Appendix Tables B2-B8 present student achievement data—average EOG scores, the percentage of students meeting/exceeding proficiency—for each laboratory school and for all other students in the district hosting the respective laboratory school. The data in Appendix Tables B2-B8 show that laboratory school students generally have lower EOG scores and are less likely to be proficient than peers in the host school district. This is not surprising given the unique nature of students attending laboratory schools—i.e. many are previously low-performing and/or attended a low-performing school. However, there are several exceptions to this trend. Fifth grade students at the ECU Community School have higher EOG scores and proficiency rates than peers in Pitt County Schools in math, reading, and science. Relative to peers in Guilford County Schools, students at Aggie Academy (NCA&T) have higher EOG scores and proficiency rates in 3rd grade math and reading and 5th grade math, reading, and science. Finally, relative to peers in Jackson County Schools, students at The Catamount School (WCU) have higher EOG scores and proficiency rates in 6th grade reading, 7th grade math and reading, 8th grade science, and Math 1. In particular, we find that seven students at The Catamount School took Math 1 in 2023-24; six passed the End-of-Course exam and earned high school credit.[14]

To more rigorously assess student achievement at laboratory schools, this report includes results from regression analyses comparing the test scores of laboratory school students with the test scores of students attending low-performing schools.[15] There are regression models focused on the 2023-24 school year and regression models that pool data across the 2021-22 through 2023-24 school years. This allows for a recent and longer-term view of laboratory school performance. These analyses focus on students' DIBELS end-of-year composite score[16] and students' EOG reading, math, and science scores. To better isolate the impact of laboratory schools on student test scores, these models control for a rich set of covariates at the student and school level. Student control variables include prior-year test scores,[17] prior-year attendance rates, grade level, gender, race/ethnicity, and indicators for whether the student is

[14] In the 2023-24 school year, 30 percent of the 8th graders at The Catamount School earned high school credit for Earth and Environmental Science.

[15] The designation of low-performing school comes from the prior year (e.g. 2022-23 for 2023-24). For the 2021-22 year the designation of low-performing school comes from 2018-19 (given disruptions caused by the COVID-19 pandemic).

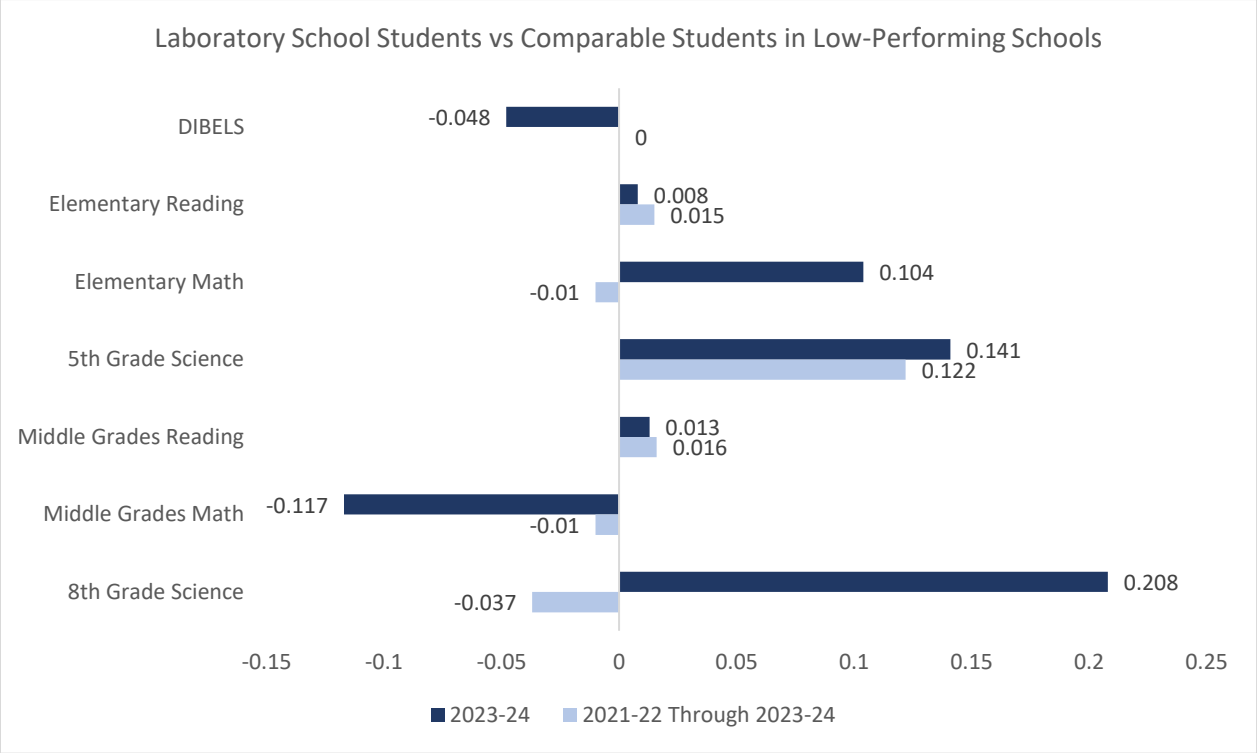
[16] DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills and is a statewide early grades literacy assessment taken by students in grades K-3 in North Carolina.

[17] When the outcome variable is the DIBELS composite score the prior-year test score measure is also from DIBELS; when the outcome is an EOG test score (math, reading, or science), the prior-year test measures are from EOG math and reading exams.

economically disadvantaged, an English learner, and classified as academically gifted or a student with a disability. School level control variables include the school level (e.g. elementary, middle), the percentage of students of color and economically disadvantaged students, and an indicator for whether the school is in a rural environment. Preferred models compare achievement for laboratory school students to other students attending a low-performing school in the same region as a laboratory school.[18]

Figure 7 presents results comparing the achievement of laboratory school students to other students attending low-performing schools. Across all laboratory schools, Figure 7 shows that there are no statistically significant differences in the test scores of laboratory school students versus the comparison sample—in either 2023-24 or in the last three years, combined. However, several estimates for 2023-24 are positive and meaningful in size—in elementary grades math, 5th grade science, and 8th grade science. Longer-term (2021-22 through 2023-24), most estimates are near zero, with the exception of 5th grade science, where the estimate remains positive and meaningful in size.

Figure 7: Student Achievement Data at Laboratory Schools



Note: This figure presents estimates from models assessing the test scores of laboratory school students versus comparable students attending a low-performing school.

Table 1 presents test score results for each laboratory school in 2023-24. These data show that achievement differs across laboratory schools. Four laboratory schools—Appalachian Academy at Elkin, the ECU Community School, Aggie Academy (NCA&T), and The Catamount School (WCU)—had multiple results that were positive and statistically significant. None of these four schools had a result that was negative and statistically significant. For example, in the 2023-24 school year, students at Aggie Academy scored significantly higher than comparable peers in low-performing schools on EOG exams in elementary

[18] These regions are the eight educational regions as determined by the North Carolina General Assembly. Please see https://www.dpi.nc.gov/documents/textbook/adopted/sbe-districts/download for more information.

grades reading, math, and science. The 5th grade science result at Aggie Academy was particularly large in magnitude. Niner University Elementary (UNCC) had mixed results—positive for DIBELS and elementary math, negative for elementary reading and 5th grade science—while Appalachian Academy at Middle Fork had two negative results and two statistically insignificant results. Lastly, there were negative results for D.C. Virgo Preparatory Academy in most comparisons.

Table 1: Test Score Results (2023-24) for Laboratory School Students Versus Other Students Attending Low-Performing Schools

	DIBELS	Elem Reading	Elem Math	5th Grade Science	Middle Reading	Middle Math	8th Grade Science
Appalachian Academy at Middle Fork	-0.048	-0.035**	-0.025	-0.127**	---	---	---
Appalachian Academy at Elkin	0.128**	0.052**	0.169**	---	---	---	---
ECU Community School	-0.022	0.219**	0.397**	0.213**	---	---	---
Aggie Academy	---	0.040*	0.290**	0.823**	---	---	---
Niner University Elementary	0.110**	-0.062**	0.054*	-0.117**	---	---	---
Carolina Community Academy	-0.009	---	---	---	---	---	---
D.C. Virgo Preparatory Academy	-0.403**	-0.141**	-0.202**	-0.003	-0.117**	-0.236**	-0.070
The Catamount School	---	---	---	---	0.181**	0.060	0.342**

Note: This table presents estimates from models assessing the test scores of laboratory school students versus comparable students attending a low-performing school. * and ** indicate statistically significant differences between laboratory school and comparison sample students at the 0.05 and 0.01 levels, respectively.

Appendix Table B9 presents test score results for each laboratory school from models that use student achievement data from the 2021-22 through 2023-24 school years. Across this longer period of time, the ECU Community School, Aggie Academy (NCA&T), and The Catamount School (WCU) stand out as having particularly strong and positive achievement results relative to comparable students in low-performing schools. While estimates for Appalachian Academy at Middle Fork and Carolina Community Academy (UNCCH) are sometimes negative, they are also modest in magnitude. Conversely, estimates for D.C. Virgo Preparatory Academy (UNCW) are negative and larger in magnitude.

Educator Preparation Programs and Laboratory Schools

Laboratory schools offer pre-service teachers and school leaders an opportunity to have more in-depth and practice-based preparation experiences. Likewise, laboratory schools offer COE faculty an opportunity to refine and innovate their preparation practices based on their experiences in laboratory schools. As such, this section briefly details how UNC System institutions are integrating laboratory schools into educator preparation. This section also includes results from analyses focused on outcomes for pre-service teachers who student taught in a laboratory school.

Integrating Laboratory Schools into Educator Preparation

With one exception—the Carolina Community Academy (UNCCH)—all UNC System institutions operating a laboratory school in 2024-25 integrated pre-service teachers into their schools. This integration primarily happened through early field experiences, where candidates in methods and practicum courses conduct observations, diagnostics, and assessments; provide individual tutoring and small-group instruction; and

assist with instructional interventions. The integration of pre-service teachers also happened when senior year pre-service teachers had clinical experiences as either interns (intern I) or student teachers (intern II). In intern I experiences, pre-service teachers spend one or two days per week shadowing, observing, or supporting a laboratory school teacher over a semester. During student teaching, pre-service candidates spend every day of the week, over a semester, working with the laboratory school teacher to plan and lead classroom instruction.

Table 2 presents counts of the pre-service teachers who had a clinical experience—early field, intern I, student teaching (intern II) in a laboratory school in 2024-25.[19] Overall, 438 pre-service candidates had an early field experience, 14 had an intern I experience, and 14 had a student teaching experience at a laboratory school in 2024-25. Compared to the 2023-24 school year, the number of early field placements is down 56, the number of intern I placements is down 23, and the number of student teaching placements is down 6. While 14 student teaching placements may seem modest in number, it is also important to recognize that many laboratory schools are small in size and have relatively few classroom teachers. In fact, 14 student teaching placements represents nearly 25 percent of laboratory school classroom teachers hosting a student teacher in 2024-25.

In addition to these pre-service teacher placements, Appalachian Academy at Middle Fork hosted 3 principal interns, the ECU Community School hosted 2 principal interns, and Niner University Elementary (UNCC) hosted 1 principal intern.

[19] Many of the UNC System institutions operating laboratory schools also placed other pre-service interns into laboratory schools in 2024-25. Appalachian State placed 2 speech pathology intern at the Academy at Middle Fork; ECU placed 4 counseling, 9 speech pathology, 24 occupational therapy, and 3 psychology interns at the ECU Community School; UNCCH placed 1 counseling 7 nursing, 1 social work, 5 information and library science, and 1 human development and family science interns at the Carolina Community Academy; UNCW placed 2 school social work interns at D.C. Virgo Preparatory Academy and had 12 psychology students (8 at the undergraduate level and 4 at the graduate level) completing directed independent study at the laboratory school; and WCU placed 1 counseling, 1 psychology, and 10 nursing interns at The Catamount School.

Table 2: Clinical Experiences in Laboratory Schools (2024-25)

Program/Licensure Areas	Early Field Experiences	Intern I	Intern II (Full-time student teaching)
Academy at Middle Fork (Appalachian State)			
Elementary Education	45	0	4
Art	5	0	0
Music	3	0	0
Health/PE	1	0	1
Middle Grades	2	0	0
Secondary English	2	0	0
Secondary History/Social Studies	1	0	0
Psychology	2	0	0
Child Development	2	0	0
Special Education	1	0	0
Theater	1	0	0
Winston-Salem State University	8	0	0
Salem College	19	0	0
ECU Community School			
Birth-Kindergarten	0	1	1
Elementary Education	0	2	2
Special Education	0	0	1
Early Childhood	10	0	0
Reading Practicum	85	0	0
Aggie Academy (NCA&T)			
Elementary Education	93	0	0
Niner University Elementary (UNCC)			
Elementary Education	49	2	2
Carolina Community Academy (UNCCH)			
	0	0	0
D.C. Virgo Preparatory Academy (UNCW)			
Elementary Education	27	1	0
Fayetteville State	1	0	0
The Catamount School (WCU)			
Middle Grades Education	10	3	2
Inclusive Education	50	1	1
Health/PE	15	4	0
Psych D/School Psychology	6	0	0

Note: For each UNC System institution, this table displays counts of the pre-service candidates who had clinical experiences in a laboratory school in 2024-25. These data are displayed by institution and program area (e.g. elementary education, special education).

In addition to providing field and clinical experiences for pre-service teacher and school leader candidates, laboratory schools provide COE faculty an opportunity to operate and manage a public school, gain direct exposure to the practical realities of teaching and leading, and further develop an understanding of the day-to-day challenges of improving outcomes for high-needs students. COE faculty have designed their laboratory school models, assisted in the hiring of laboratory school staff, planned for the integration of pre-service candidates into the school, and conducted laboratory school-based research. COE faculty with a regular presence at laboratory schools are embedded into the staff through several position types.

- Laboratory school curriculum directors are typically COE faculty based at the laboratory school who serve as liaisons between the COE and the laboratory school on curricular and instructional supports.
- Teachers or co-teachers in core content subjects.
- Faculty-in-residence who serve the laboratory school two to three days per week. Typically, they must have a focus for their residency and some COEs require interested faculty to apply for the position. Proposed work must align with the laboratory school model.
- Clinical supervisors who oversee COE pre-service candidates on-site at the laboratory school.
- Providing professional development supports for laboratory school staff.

Outcomes for Pre-Service Candidates Who Student Taught at a Laboratory School

Since their inception in the 2017-18 academic year, 141 teacher candidates have student taught in a laboratory school. This section of the report provides data on those teacher candidates and their outcomes post-graduation.

Among these laboratory school student teachers, 31 percent were enrolled at Appalachian State University, 25 percent were enrolled at UNC Greensboro, 22 percent were enrolled at Western Carolina University, 13 percent were enrolled at East Carolina University, 5 percent were enrolled at UNC Wilmington, 2 percent were enrolled at UNC Charlotte, and 1 percent were enrolled at UNC Chapel Hill. Nearly 90 percent of these laboratory school student teachers are women, 80 percent are White, 7 percent are Black, and 7 percent are Hispanic. Licensure area data indicate that 57 percent were in a K-6 program, 13 percent were in a special education program, 11 percent were in a middle grades program, and 10 percent were in a health/physical education program.

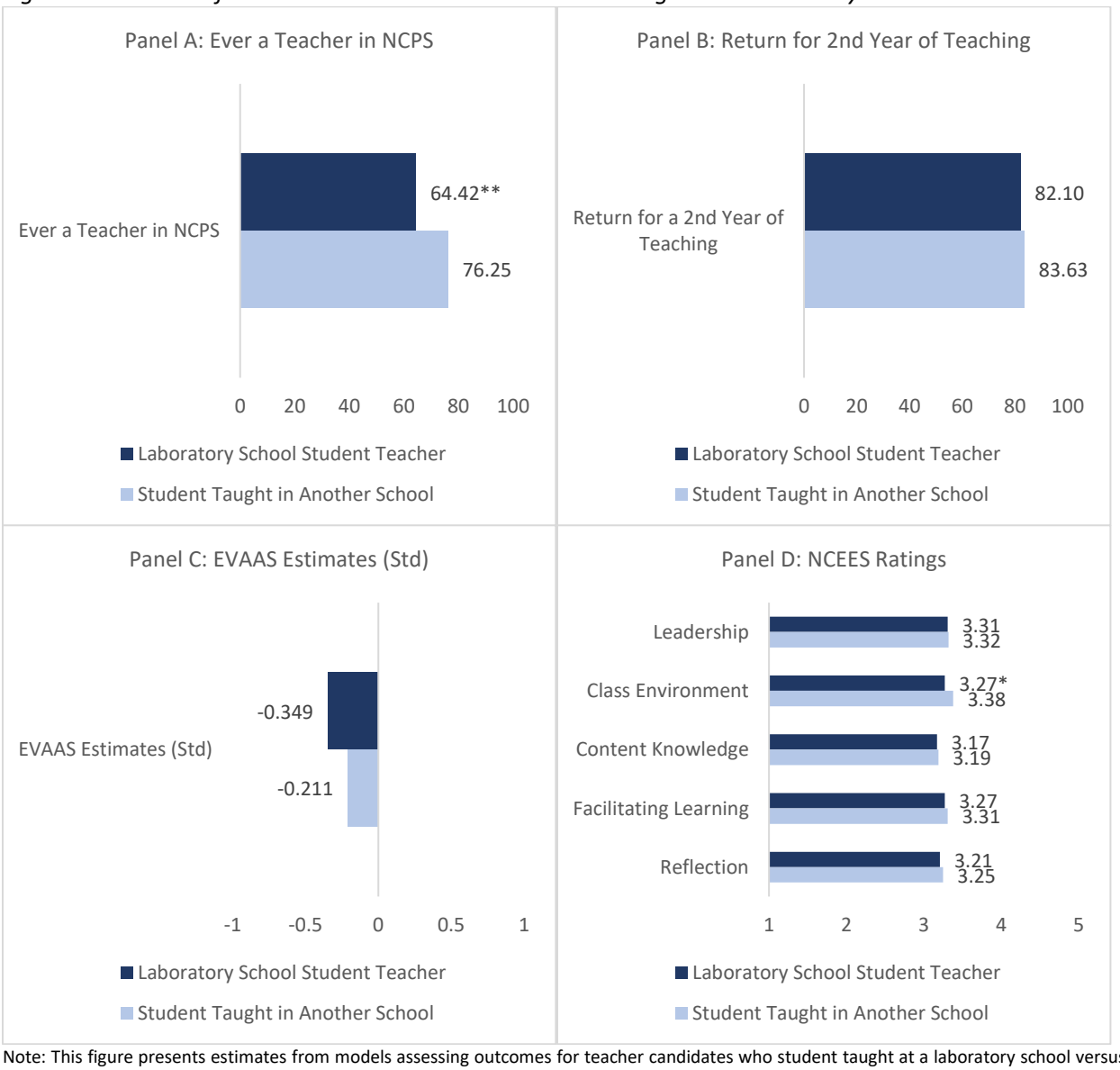
This report uses administrative data from NCDPI for the 2018-19 through 2024-25 school years to compare outcomes for these laboratory school student teachers relative to other student teachers from the same EPP, year, and licensure area. For example, it compares outcomes for a K-6 student teacher at the ECU Community School in 2021-22 to other K-6 ECU student teachers in the 2021-22 academic year. The outcomes of interest for these analyses include whether these student teachers ever become a teacher in North Carolina public schools (by the 2024-25 school year), average NCEES ratings as early-career teachers, average EVAAS estimates (standardized) as early-career teachers, and whether beginning teachers return for a second-year of teaching in North Carolina public schools. Results come from regression models with a rich set of covariates.[20] One important limitation to these analyses is that employment data from NCDPI only includes traditional public schools. As such, those working as teachers in charter schools and laboratory schools are not included in employment analyses.

Figure 8 displays results from these regression analyses. Relative to other student teachers from the same EPP, year, and licensure area, Panel A shows that laboratory school student teachers are less likely to have ever become a teacher in North Carolina public schools (by 2024-25). Again, a limitation to this analysis is an inability to identify teachers working in charter and laboratory schools. Among those who became

[20] Models for (1) ever becoming a teacher in NC public schools control for student teacher demographics; (2) NCEES ratings control for year, teacher experience, teacher demographics, school rurality, school level, and the percentage of low-income and students of color at the school; (3) EVAAS estimates control for year, teacher experience, subject-area indicators, school rurality, school level, and the percentage of low-income and students of color at the school; and (4) teacher retention control for year, teacher demographics, school rurality, school level, and the percentage of low-income and students of color at the school.

teachers, Panel B shows that those who student taught in a laboratory school were equally likely to return for a second-year of teaching in North Carolina public schools. Finally, data on teacher performance (Panels C and D) indicate that those who student taught in a laboratory school have comparable EVAAS estimates and NCEES ratings relative to peers who student taught elsewhere. The one exception to this is that those who student taught at a laboratory school have lower evaluation ratings on the 'Classroom Environment' standard.[21] Overall, these data show that laboratory school student teachers have similar outcomes to peers who did not student teach in a laboratory school.

Figure 8: Outcomes for Teacher Candidates Who Student Taught in a Laboratory School



Note: This figure presents estimates from models assessing outcomes for teacher candidates who student taught at a laboratory school versus teacher candidates from the same EPP, year, and licensure area who student taught at a non-laboratory school. * and ** indicate statistically significant differences between laboratory school and comparison sample teacher candidates at the 0.05 and 0.01 levels, respectively.

[21] Other analyses indicate that those who student taught in a laboratory school go on to teach in schools with comparable percentages of low-income students and students of color.

Best Practices Resulting from Laboratory School Operations

Over time, three core features of laboratory schools stand out: (1) providing physically, socially, and emotionally safe environments for students; (2) providing a balanced curriculum with many opportunities for enrichment activities; and (3) promoting meaningful engagement between the COE and the laboratory school.

Regarding the school environment, laboratory schools serve high concentrations of students who have had negative prior school experiences and who have poverty-associated needs—i.e., increased mobility, exposure to adverse childhood experiences, limited support networks, lack of access to transportation, food insecurity, and unstable housing. In response, laboratory schools emphasize creating positive school environments and building relationships with students and families. The focus on these objectives is clearly demonstrated by laboratory schools' efforts to address basic needs and create systems of instruction and behavioral supports that foster positive school cultures. For example, laboratory schools (1) provide health, social work, and counseling services; (2) help students and families meet basic subsistence needs; (3) educate staff on the effects of trauma and adverse childhood experiences; and (4) use positive behavioral interventions and supports and restorative practices to emphasize individual and community relationships.

Laboratory schools also ensure that students are exposed to academic instruction in all content areas—reading/language arts, math, science, and social studies—rather than a primary focus on just reading and math. In doing so, laboratory schools emphasize experiential and/or inquiry-based learning, particularly related to STEM subjects, in which students have "hands-on" engagement through science labs or maker spaces. Furthermore, laboratory schools prioritize enrichment activities that supplement learning and offer students alternative educational opportunities that they may not otherwise be able to access. Leveraging community partnerships and university facilities/events, laboratory schools have infused arts, history, and recreation into daily schedules and have exposed students to new experiences, ideas, and places.

Finally, laboratory schools provide opportunities for meaningful engagement that benefits both the COE and the laboratory school. Laboratory schools directly expose COEs to the challenges that North Carolina public schools face, particularly in teaching low-performing student populations. The partnership between the laboratory school and the COE allows in-service teachers and staff to access COE resources and engage in continued professional learning (e.g. professional development from COE faculty at the laboratory school or advanced certification/degree programs for laboratory school personnel). Over time, COEs have refined how COE faculty and pre-service candidates engage with laboratory schools. Specifically, COEs have increasingly focused on using early field experiences (e.g. methods and practicum courses) as a primary vehicle for engaging pre-service candidates in laboratory schools. When methods classes are taught onsite at laboratory schools, this increases the number and degree to which COE instructions and pre-service candidates are exposed to and engage directly with laboratory school teachers and students.

Other Information the BOG Subcommittee Considers Appropriate

Commensurate with the innovative scope, vision, and commitments of laboratory schools, it is important to understand laboratory school impacts on a broader range of outcomes. To provide further information that the BOG Subcommittee considers appropriate, this section includes findings from rigorous analyses of student-level attendance and disciplinary data. These data are important indicators of student engagement with school. To the extent that laboratory schools are improving student engagement, that may suggest that other outcomes, such as student learning, are also improving. Please see Appendix C for

descriptive data on laboratory school attendance and disciplinary incidents relative to other students in the host district.

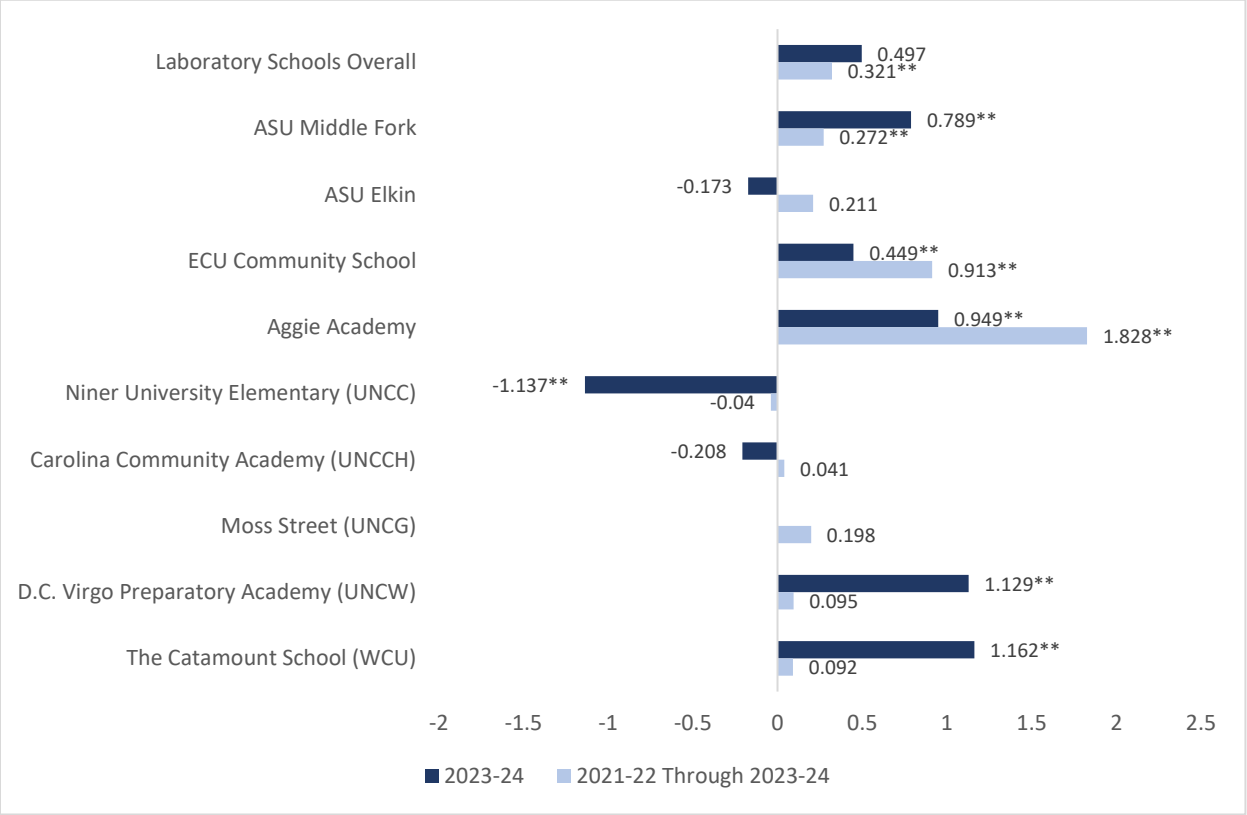
The outcomes for these analyses are the percent of school days attended and whether a respective student was suspended during the school year. There are analyses focused on the 2023-24 school year and analyses that pool data across the 2021-22 through 2023-24 school years. This allows for a recent and longer-term view of student engagement at laboratory schools. For these analyses, laboratory school students are compared to peers attending low-performing schools.[22] Attendance and suspension analyses control for the same set of student demographic, student program participation (e.g. economic disadvantage), and school covariates as in the test score analyses. Attendance models control for prior-year attendance rates; suspension models control for whether the student was suspended in the prior year. Preferred models compare attendance and suspension outcomes for laboratory school students to other students attending a low-performing school in the same region.[23]

Across all laboratory schools (combined), Figure 9 presents some evidence that laboratory school students attend more school. In 2023-24 the attendance result for laboratory schools was positive but statistically insignificant. Pooling data across years, laboratory school students attended approximately 0.33 percent more days of school. This is equivalent to approximately 0.60 more school days attended, per student, in each school year. These attendance results differ across laboratory schools. Five laboratory schools—Appalachian Academy at Middle Fork, the ECU Community School, Aggie Academy (NCA&T), D. C. Virgo Preparatory Academy (UNCW), and The Catamount School (WCU)—had positive student attendance results in 2023-24. For example, in the 2023-24 school year, students at D.C. Virgo Preparatory Academy attended 1.1 percent more school days than comparable peers at a low-performing school. This is equivalent to nearly two more days of school attended across a 180-day school year. Students at one laboratory school—Niner University Elementary (UNCC)—had significantly lower attendance rates in 2023-24. When considering a longer panel of years—2021-22 through 2023-24—the attendance results remain positive for Appalachian Academy at Middle Fork, the ECU Community School, and Aggie Academy.

[22] The designation of low-performing comes from the prior school year (e.g. 2022-23 for 2023-24). For the 2021-22 school year the designation of low-performing comes from 2018-19 (given disruptions caused by the COVID-19 pandemic).

[23] These analyses are limited to students enrolled in their respective school (laboratory school or comparison school) for the full-year. Results are similar when omitting this sample restriction.

Figure 9: Laboratory School Student Attendance Results—Percent of School Days Attended

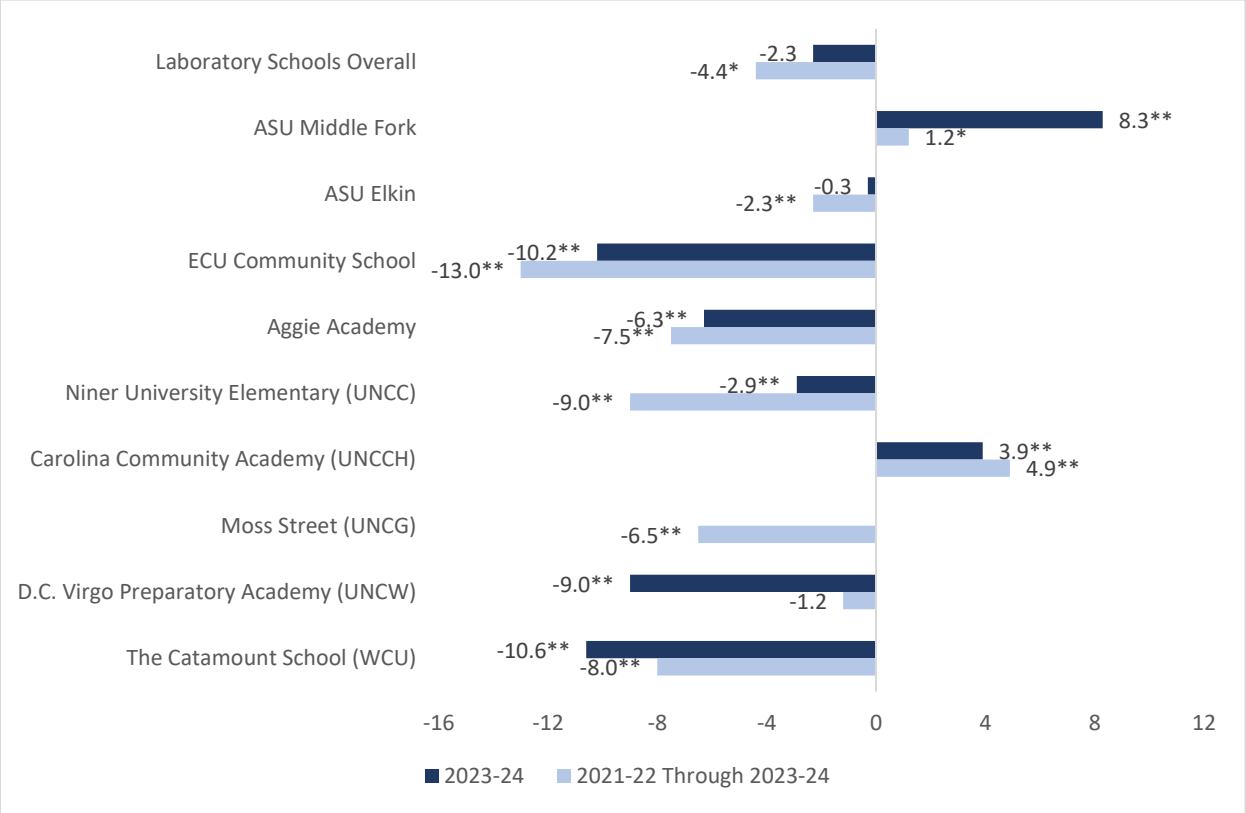


Note: This figure presents estimates from models assessing the attendance rates of laboratory school students versus other elementary and middle grades students in low-performing schools. * and ** indicate statistically significant differences between laboratory school and comparison sample students at the 0.05 and 0.01 levels, respectively.

Across all laboratory schools (combined), Figure 10 presents some evidence that laboratory school students are less likely to be suspended. In 2023-24, the suspension result for laboratory schools was negative but statistically insignificant. However, when pooling data across the 2021-22 through 2023-24 school years, we find that laboratory school students were 4.4 percentage points less likely to be suspended. As with other outcomes, these suspension results differ across laboratory schools. In the 2023-24 school year, students at five laboratory schools—the ECU Community School, Aggie Academy (NCA&T), Niner University Elementary (UNCC), D.C. Virgo Preparatory Academy (UNCW), and The Catamount School (WCU)—were less likely to be suspended than comparable peers at low-performing schools. For example, students at Aggie Academy were 6.3 percentage points less likely to be suspended during the 2023-24 academic year. When looking across multiple years, the suspension estimates are consistently negative for the ECU Community School, Aggie Academy, Niner University Elementary, and The Catamount School. Students at two laboratory schools—Appalachian Academy at Middle Fork and Carolina Community Academy (UNCCH)—were more likely to be suspended (both in 2023-24 and across years).

Finally, the November 2024 UNC System laboratory schools evaluation report included analyses of the 2023-24 North Carolina Teacher Working Conditions (TWC) survey. The report for November 2026 will include analyses of the TWC survey from 2025-26. It is worth noting that some laboratory schools—notably D.C. Virgo Preparatory Academy (UNCW)—administered their own TWC survey in 2024-25 and are using the data for school improvement.

Figure 10: Laboratory School Student Disciplinary Results—Likelihood of Being Suspended During the School Year



Note: This figure presents estimates from models assessing whether laboratory school students, versus other elementary and middle grades students in low-performing schools, are suspended during the school year. * and ** indicate statistically significant differences between laboratory school and comparison sample students at the 0.05 and 0.01 levels, respectively.

Summary

This report used data across a five-year period (2021-22 through 2025-26) to assess the operation of UNC System laboratory schools and their impacts on K-12 students. From these analyses, there are several findings of note.

Multiple laboratory schools have experienced meaningful enrollment growth in recent years. This may indicate that the COE and laboratory school are effective in their recruitment practices and that the school community is generally satisfied with the laboratory school. Conversely, two laboratory schools—the ECU Community School and D.C. Virgo Preparatory Academy (UNCW)—have experienced sizable enrollment declines. The decline at the ECU Community School is attributable to an intentional approach to address space availability and financial sustainability.

Consistent with the enabling legislation, laboratory schools continue to enroll many students who previously attended (or were zoned to attend) a low-performing school or who were low-performing themselves. Relative to other students in host districts, laboratory schools tend to enroll a higher percentage of students of color and low-income students. Together, these data affirm that laboratory schools are serving their intended population of students.

Laboratory schools can have important impacts on student achievement and engagement outcomes. As such, this report analyzed data on test scores, attendance, and disciplinary infractions for laboratory

school students. Rigorous analyses of 2023-24 test score data show that laboratory school students performed comparably to peers in low-performing schools in early grades reading (DIBELS) and EOG exams in math, reading, and science. While not statistically significant, laboratory school test results were positive and meaningful in size in elementary grades math, 5th grade science, and 8th grade science. Data across the 2021-22 through 2023-24 years show that laboratory school students attended school more often and were less likely to be suspended than comparable peers in low-performing schools.

These student achievement, attendance, and disciplinary results vary across schools, with several laboratory schools standing out as having strongly positive outcomes. In 2024-25, the ECU Community School exceeded growth (overall) and had a performance grade of 'B' in math. Data from 2023-24 show particularly positive test score results for Appalachian Academy at Elkin, the ECU Community School, Aggie Academy (NCA&T), and The Catamount School (WCU). In addition, students at the ECU Community School, Aggie Academy, D.C. Virgo Preparatory Academy (UNCW), and The Catamount School attended more school and were less likely to be suspended in 2023-24. The achievement results at D.C. Virgo Preparatory Academy were concerning, as students scored lower on multiple tests in 2023-24. Despite the positive prior results, the growth score at Aggie Academy also dropped markedly in 2024-25.

Data from UNC System COEs show that the number of early field, intern I, and student teaching placements at laboratory schools were slightly down in 2024-25 (relative to the prior year). Consistent with previous years, these placement data indicate that COEs primarily use their laboratory schools as sites for early field experiences. This allows a larger number of teacher candidates the opportunity to engage with laboratory school students and teachers. It is important to note, however, that laboratory schools hosted 14 student teachers in 2024-25. Given the small size of many laboratory schools, this represents a significant commitment to student teaching—i.e. approximately 25 percent of laboratory school teachers hosted a student teacher in 2024-25. Relative to peers who student taught in a non-laboratory school, laboratory school student teachers go on to have comparable EVAAS estimates and NCEES ratings and are equally likely to return for a second year of teaching in North Carolina public schools.

Future reports to the Joint Legislative Education Oversight Committee will continue to focus on how laboratory schools impact students' engagement with school and their academic achievement. These reports will also examine longer-term outcomes for students who attended a laboratory school and then matriculated back into a non-laboratory school in the host district.

Appendix A: Laboratory School Student Enrollment and Demographic Data

Appendix Table A1: Student Enrollment and Demographic Data

	ASU: Middle Fork		ECU		NCA&T		UNCC	UNCCH		UNCW		WCU	
	24-25	25-26	24-25	25-26	24-25	25-26	24-25	24-25	25-26	24-25	25-26	24-25	25-26
Total Enrollment	299	303	108	87	85	76	124	92	105	162	122	64	72
Kindergarten	55	62	15	12	---	---	25	31	38	13	10	---	---
1st Grade	59	57	13	15	---	---	23	36	33	14	12	---	---
2nd Grade	44	55	19	8	---	---	14	25	34	19	14	---	---
3rd Grade	57	42	17	15	17	16	22	---	---	13	18	---	---
4th Grade	37	53	23	17	38	26	25	---	---	17	11	---	---
5th Grade	47	34	21	20	30	34	15	---	---	18	13	---	---
6th Grade	---	---	---	---	---	---	---	---	---	22	12	16	25
7th Grade	---	---	---	---	---	---	---	---	---	25	17	25	21
8th Grade	---	---	---	---	---	---	---	---	---	21	15	23	26
Male	51.8%	52.8%	49.1%	44.8%	57.7%	61.8%	50.8%	52.2%	58.1%	48.8%	48.4%	54.7%	55.6%
White	16.1%	15.5%	0.0%	3.5%	0.0%	0.0%	1.6%	19.6%	29.5%	3.7%	1.6%	82.8%	79.2%
Black	43.5%	36.0%	96.3%	94.3%	89.4%	93.4%	90.3%	54.4%	43.8%	90.1%	86.9%	1.6%	0.0%
Multiracial	3.7%	6.6%	1.9%	2.3%	5.9%	5.3%	4.0%	8.7%	6.7%	3.7%	7.4%	1.6%	13.9%
Hispanic	35.8%	40.6%	0.9%	0.0%	4.7%	1.3%	3.2%	16.3%	20.0%	2.5%	4.1%	1.6%	0.0%
Asian	0.7%	1.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%	6.9%
Pacific Islander	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
EC Status	21.7%	21.5%	20.4%	21.8%	16.5%	11.8%	22.6%	18.5%	21.9%	27.2%	29.5%	25.0%	15.3%
Low-Income	100.0%	N/A	97.2%	N/A	86.4%	N/A	93.7%	94.2%	N/A	93.9%	N/A	75.4%	N/A

Note: This table displays characteristics of the students enrolled at UNC System laboratory schools in the 2024-25 and 2025-26 school years. Most of the data in this table comes from the Principal's Monthly Report from the 20th day of the school year. The low-income data come from the 2024-25 Title I federal reporting. These Title I data are not yet available for the 2025-26 school year. N/A=not available.

Appendix B: Student Test Score Data and Results

Appendix Table B1: 2023-24 Test Score Data Statewide

Test	Student Count	Average Test Score	Percent Proficient or Above
3rd Grade Reading	110,850	538.60	48.36
4th Grade Reading	113,393	542.52	49.77
5th Grade Reading	114,022	548.09	47.41
6th Grade Reading	114,037	550.54	47.49
7th Grade Reading	114,406	551.94	46.46
8th Grade Reading	116,570	556.01	49.89
3rd Grade Math	110,774	547.55	60.05
4th Grade Math	113,363	547.55	54.06
5th Grade Math	113,976	546.96	55.90
6th Grade Math	113,983	546.83	52.53
7th Grade Math	114,367	545.95	48.83
8th Grade Math	81,973	536.63	27.49
5th Grade Science	113,998	251.96	64.34
8th Grade Science	116,464	250.80	69.11

Note: For the 2023-24 academic year, this table displays descriptive student achievement data from EOG exams for all non-laboratory students statewide.

Appendix Table B2: 2023-24 Test Score Data for the Appalachian Academy at Middle Fork

Test	Student Count	Average Test Score	Percent Proficient or Above
Appalachian Academy at Middle Fork			
3rd Grade Reading	37	533.94	24.32
4th Grade Reading	45	536.02	28.89
5th Grade Reading	43	541.93	18.60
3rd Grade Math	37	541.76	43.24
4th Grade Math	45	538.82	20.00
5th Grade Math	43	539.53	23.25
5th Grade Science	43	243.33	27.91
All Other Students in Winston-Salem Forsyth County Schools			
3rd Grade Reading	3,661	538.09	46.29
4th Grade Reading	3,793	542.01	47.82
5th Grade Reading	3,899	547.35	43.37
3rd Grade Math	3,658	547.01	56.83
4th Grade Math	3,797	547.43	53.43
5th Grade Math	3,900	546.79	52.92
5th Grade Science	3,898	251.67	62.72

Note: For the 2023-24 academic year, this table displays descriptive student achievement data for the Appalachian Academy at Middle Fork and for all other Winston-Salem Forsyth County students in the same grades.

Appendix Table B3: 2023-24 Test Score Data for Appalachian Academy At Elkin

Test	Student Count	Average Test Score	Percent Proficient or Above
Appalachian Academy at Elkin			
3rd Grade Reading	16	534.63	12.50
4th Grade Reading	32	539.53	40.62
3rd Grade Math	16	544.69	56.25
4th Grade Math	32	543.88	43.75
All Other Students in Elkin City Schools			
3rd Grade Reading	516	537.84	46.12
4th Grade Reading	512	542.24	49.22
3rd Grade Math	516	547.50	62.21
4th Grade Math	512	547.80	55.27

Note: For the 2023-24 academic year, this table displays descriptive student achievement data for the Appalachian Academy at Elkin and for all other Elkin City Schools students in the same grades.

Appendix Table B4: 2023-24 Test Score Data for the ECU Community School

Test	Student Count	Average Test Score	Percent Proficient or Above
ECU Community School			
3rd Grade Reading	23	534.74	30.43
4th Grade Reading	19	536.58	21.05
5th Grade Reading	19	548.84	47.37
3rd Grade Math	23	544.35	52.17
4th Grade Math	19	543.89	26.32
5th Grade Math	19	550.63	78.95
5th Grade Science	19	252.68	68.42
All Other Students in Pitt County Schools			
3rd Grade Reading	1,683	537.29	41.77
4th Grade Reading	1,729	542.14	49.04
5th Grade Reading	1,709	546.61	42.31
3rd Grade Math	1,684	546.81	58.55
4th Grade Math	1,732	549.33	60.45
5th Grade Math	1,707	546.92	56.53
5th Grade Science	1,706	252.41	65.65

Note: For the 2023-24 academic year, this table displays descriptive student achievement data for the ECU Community School and for all other Pitt County students in the same grades.

Appendix Table B5: 2023-24 Test Score Data for Aggie Academy (NCA&T)

Test	Student Count	Average Test Score	Percent Proficient or Above
Aggie Academy			
3rd Grade Reading	27	539.63	44.44
4th Grade Reading	30	543.00	43.33
5th Grade Reading	24	548.54	58.33
3rd Grade Math	27	548.33	66.67
4th Grade Math	30	545.90	43.33
5th Grade Math	24	552.92	83.33
5th Grade Science	24	258.75	75.00
All Other Students in Guilford County Schools			
3rd Grade Reading	4,641	537.85	44.41
4th Grade Reading	4,938	541.13	43.60
5th Grade Reading	4,947	547.23	43.07
3rd Grade Math	4,639	546.66	55.37
4th Grade Math	4,938	546.12	48.89
5th Grade Math	4,946	546.28	52.79
5th Grade Science	4,945	251.15	61.46

Note: For the 2022-23 academic year, this table displays descriptive student achievement data for Aggie Academy (NCA&T) and for all other Guilford County students in the same grades.

Appendix Table B6: 2023-24 Test Score Data for Niner University Elementary School (UNCC)

Test	Student Count	Average Test Score	Percent Proficient or Above
Niner University Elementary			
3rd Grade Reading	28	535.18	28.57
4th Grade Reading	17	535.24	17.65
5th Grade Reading	16	542.37	18.75
3rd Grade Math	28	540.39	28.57
4th Grade Math	17	545.71	41.17
5th Grade Math	16	536.44	6.25
5th Grade Science	16	243.38	31.25
All Other Students in Charlotte Mecklenburg Schools			
3rd Grade Reading	10,437	538.20	47.14
4th Grade Reading	10,603	541.80	47.45
5th Grade Reading	10,763	547.93	46.31
3rd Grade Math	10,413	548.26	61.79
4th Grade Math	10,598	548.07	55.87
5th Grade Math	10,746	547.66	58.16
5th Grade Science	10,756	251.99	63.93

Note: For the 2023-24 academic year, this table displays descriptive student achievement data for Niner University Elementary School and for all other Charlotte Mecklenburg students in the same grades.

Appendix Table B7: 2023-24 Test Score Data for D.C. Virgo Preparatory Academy (UNCW)

Test	Student Count	Average Test Score	Percent Proficient or Above
D.C. Virgo Preparatory Academy			
3rd Grade Reading	22	527.91	13.64
4th Grade Reading	17	528.88	5.88
5th Grade Reading	18	537.17	5.56
6th Grade Reading	34	542.00	11.76
7th Grade Reading	25	545.20	20.00
8th Grade Reading	11	546.27	9.09
3rd Grade Math	22	535.68	4.55
4th Grade Math	17	531.00	5.88
5th Grade Math	18	533.44	0.00
6th Grade Math	34	535.59	5.88
7th Grade Math	25	536.64	12.00
8th Grade Math	11	530.18	0.00
5th Grade Science	18	238.33	5.56
8th Grade Science	11	240.73	27.27
All Other Students in New Hanover County Schools			
3rd Grade Reading	1,829	539.69	53.03
4th Grade Reading	1,796	543.79	55.62
5th Grade Reading	1,843	549.90	55.67
6th Grade Reading	1,712	552.01	54.26
7th Grade Reading	1,769	553.11	53.13
8th Grade Reading	1,737	557.41	57.68
3rd Grade Math	1,828	549.29	66.19
4th Grade Math	1,796	549.84	63.02
5th Grade Math	1,843	549.62	65.71
6th Grade Math	1,711	549.15	63.88
7th Grade Math	1,767	548.65	60.95
8th Grade Math	1,216	538.63	38.07
5th Grade Science	1,843	254.89	72.98
8th Grade Science	1,738	252.53	73.94

Note: For the 2023-24 academic year, this table displays descriptive student achievement data for the D.C. Virgo Preparatory Academy and for all other New Hanover County students in the same grades.

Appendix Table B8: 2023-24 Test Score Data for The Catamount School (WCU)

Test	Student Count	Average Test Score	Percent Proficient or Above
The Catamount School			
6th Grade Reading	19	551.00	42.10
7th Grade Reading	14	556.36	71.43
8th Grade Reading	23	554.04	34.78
6th Grade Math	19	545.05	42.11
7th Grade Math	14	548.86	71.43
8th Grade Math	16	534.13	12.50
8th Grade Science	23	251.83	69.56
Math I	7	558.14	85.71
All Other Students in Jackson County Schools			
6th Grade Reading	238	548.49	42.02
7th Grade Reading	274	550.45	41.97
8th Grade Reading	257	554.22	43.19
6th Grade Math	238	545.75	50.00
7th Grade Math	273	545.10	47.25
8th Grade Math	204	534.77	21.56
8th Grade Science	257	248.79	63.03
Math I	313	546.76	44.73

Note: For the 2023-24 academic year, this table displays descriptive student achievement data for The Catamount School and for all other Jackson County students in the same grades.

Appendix Table B9: Test Score Results (2021-22 Through 2023-24)--Laboratory School Versus Other Students Attending Low-Performing Schools

	DIBELS	Elem Reading	Elem Math	5th Grade Science	Middle Reading	Middle Math	8th Grade Science
Appalachian Academy at Middle Fork	-0.093**	-0.023**	-0.049**	-0.032	---	---	---
Appalachian Academy at Elkin	0.117**	-0.035**	-0.079**	---	---	---	---
ECU Community School	0.049**	0.257**	0.260**	0.215**	---	---	---
Aggie Academy	---	0.061**	0.264**	0.715**	---	---	---
Niner University Elementary	0.113**	0.060**	0.068**	-0.081**	---	---	---
Carolina Community Academy	-0.039**	---	---	---	---	---	---
Moss Street Partnership School	---	0.011	-0.092**	0.293**	---	---	---
D.C. Virgo Preparatory Academy	-0.418**	-0.115**	-0.186**	-0.232**	-0.104**	-0.074**	-0.217**
The Catamount School	---	---	---	---	0.182**	0.115**	0.145**

Note: This table presents estimates from models assessing the test scores of laboratory school students versus comparable students attending a low-performing school. * and ** indicate statistically significant differences between laboratory school and comparison sample students at the 0.05 and 0.01 levels, respectively.

Appendix C: Descriptive Data on Student Attendance and Suspensions in 2023-24

Appendix Table C1: Attendance Data for Laboratory Schools in 2023-24

School	Percent Days Attended
Appalachian Academy at Middle Fork	92.58
Winston-Salem Forsyth County Students (Grades K-5)	92.90
Appalachian Academy at Elkin	94.45
Elkin City Schools Students (Grades 2-4)	94.99
ECU Community School	94.10
Pitt County Students (Grades K-5)	93.71
Aggie Academy (NCA&T)	94.67
Guilford County Students (Grades 3-5)	92.86
Niner University Elementary (UNCC)	91.51
Charlotte-Mecklenburg Students (Grades K-5)	93.56
Carolina Community Academy (UNCCH)	91.75
Person County Students (Grades K-1)	93.35
D.C. Virgo Preparatory Academy (UNCW)	92.38
New Hanover County School Students (Grades K-8)	93.42
The Catamount School (WCU)	90.83
Jackson County School Students (Grades 6-8)	91.71

Note: This table displays descriptive data on school attendance rates in the 2023-24 academic year for each UNC System laboratory school and for other students in the same grade levels in the host school district. The sample is limited to students enrolled in the respective laboratory school/host district for the full academic year.

Appendix Table C2: Descriptive discipline Data for Laboratory Schools in 2023-24

School	Suspended	Out-of-School Suspended
Appalachian Academy at Middle Fork	11.96	5.43
Winston-Salem Forsyth County Students (Grades K-5)	5.17	3.73
Appalachian Academy at Elkin	4.29	4.29
Elkin City Schools Students (Grades 2-4)	4.13	1.38
ECU Community School	8.77	8.77
Pitt County Students (Grades K-5)	14.06	8.76
Aggie Academy (NCA&T)	2.60	2.60
Guilford County Students (Grades 3-5)	4.46	2.91
Niner University Elementary (UNCC)	9.68	9.68
Charlotte-Mecklenburg Students (Grades K-5)	3.30	1.98
Carolina Community Academy (UNCCH)	7.81	7.81
Person County Students (Grades K-1)	3.39	2.03
D.C. Virgo Preparatory Academy (UNCW)	16.11	16.11
New Hanover County School Students (Grades K-8)	8.23	4.67
The Catamount School (WCU)	17.31	15.38
Jackson County School Students (Grades 6-8)	18.80	9.75

Note: This table displays descriptive data on whether students were suspended (overall) or received an out-of-school suspension during the 2023-24 academic year. These data are for each UNC System laboratory school and for other students in the same grade levels in the host school district. The sample is limited to students enrolled in their respective schools for the full academic year.

Laboratory School Board of Governors Presentation
Appendix A

School Achievement 2024-2025

	Overall Performance Grade	Overall Performance Score	Overall Achievement Score	Overall Growth Score	Overall Growth Status
ASU Academy at Middle Fork	F	38 (-2)	30.2 (-.7)	69.6 (-5.1)	Not Met
ECU Community School	C	**67 (+4)**	**60.8 (+3.8)**	**91.5 (+2.2)**	**Exceeded**
Aggie Academy (NCA&T)	D	49 (-13)	47 (-8.6)	58.9 (-29.7)	Not Met
Niner University Elem (UNCC)	**D**	**42 (+5)**	**32.3 (+5.3)**	**83.1 (+7.2)**	Met
DC Virgo Prep Acad (UNCW)	F	**23 (+3)**	10.2 (-.1)	**76.1 (15.3)**	**Met**
Catamount School (WCU)	C	**64 (+10)**	**60.3 (+12.9)**	80.4 (-1.1)	**Met**

Bold indicates an increase from last school year.

As a K-2 school, Carolina Community Academy (UNCCH) does not participate in End of Grade Testing. Based on the state early literacy assessment, CCA increased proficiency in literacy by 48 percent from the beginning (28) to the end (76) of the year.

Clinical Experiences 2024-2025

	Early Field Experiences	Intern I	Intern II
ASU Academy at Middle Fork	**92 (+51)**	0 (-22)	5 (-16)
Carolina Community Academy	0	0 (-2)	0 (-2)
ECU Community School	95 (-66)	**3 (+1)**	3
Aggie Academy (NCA&T)	93 (-25)	0	0
Niner University Elem (UNCC)	49	**1 (+1)**	**1 (+1)**
DC Virgo Prep Acad (UNCW)	28	1 (-1)	0
Catamount School (WCU)	81 (-2)	7 (-1)	3

Bold indicates an increase from last school year.